



# Title I Handbook

**2014-2015**

*Basic Title I, Part A*

## Indiana Department of Education

The documents provided in the Title I Handbook are intended to provide an overview of the authorizing statute and should be used in conjunction with the U.S. Department of Education policy guidance, the Title I Application, and Title I Monitoring Policies.

This document can be accessed online at <http://www.doe.in.gov/titlei>

## Table of Contents

Grants Management Title I Staff .....	3
Committee of Practitioners .....	4
Due Dates Calendar.....	5
ESEA Waiver .....	7
1003(a) and 1003(g) School Improvement Grants .....	8
Introduction to Title I.....	9
Highly Qualified Staff.....	11
Appropriate Use of Title I Staff .....	13
Ranking and Serving.....	14
Targeted Assistance Programs .....	16
Schoolwide Programs .....	19
Plans – PL 221 SIP, Title I SWP, Focus/Priority SAP .....	23
Title I and Title III Guidance .....	28
Parental Involvement.....	42
Nonpublic School Equitable Services and Consultation .....	46
Application Information.....	50
Title I – Part A Annual Reports.....	61
DOE-TI .....	61
Staffing.....	62
Comparability .....	64
Neglected and Delinquent Annual Survey .....	65
Title I – Part D .....	66
Complaint Procedures.....	68
Consolidated Monitoring – Title I, Title II, and Title III .....	70
Appendix .....	72

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## Committee of Practitioners

The IDOE will create a State committee of practitioners to advise the State in carrying out its responsibilities under Title I. Sec. 1903 (b)

Each committee shall include:

- As a majority of its members, representatives from LEAs;
- Administrators;
- Teachers, including vocational educators;
- Parents;
- Members of local school boards;
- Representatives of private school children; and
- Pupil services personnel

The duties will include a review, before publication, of any proposed or final State rule or regulation pursuant to Title I. In an emergency situation where such rule must be issued within a very limited time to assist local educational agencies with the operation of Title I, the SEA may issue a regulation without prior consultation, but shall immediately thereafter convene the State committee of practitioners to review the emergency rule before issuance in final form.

Each committee will have members representing urban, suburban and rural districts. Whenever possible, there will be a representative from each region. Members will be identified annually. Information will be available for current members through the Title I Committee of Practitioners Community on Learning Connection.

*This handbook was reviewed by the Committee of Practitioners (September/October, 2014).*

## Due Dates Calendar

Title I Reports & Due Dates					
JULY 2014	AUG 2014	SEPT 2014	OCT 2014	NOV 2014	DEC 2014
<p><b><u>July 1</u></b> Due Date for Title I, Part A Basic Application 2014-2015</p> <p>Due Date for Title I, Delinquent Application (Part D; Subpart 2 and State Agency/Institution on Subpart 1) 2014-2015</p> <p><b><u>July 5</u></b> Due Date for DOE-TI Report opens (submission period begins July 5 and ends by close of business on Sept 16, 2014)</p>	<p><b><u>August 8</u></b> Title I Staffing Report Data collection window Aug 8 - Oct 24, 2014 <b>tentative</b></p>	<p><b><u>September 19</u></b> DOE-TI Report Data collection window July 9 - Sept 19, 2014</p> <p><b><u>September 30</u></b> Last day to expend FY 2014 funds for: Title I, Part A Title I, Part D School Improvement 1003(a) School Improvement 1003(g) 1003(g) ARRA</p>	<p><b><u>October 1</u></b> Due Date for All supers to submit Certificate of Assurance for Section 9524 of NCLB</p> <p><b><u>October 3</u></b> Title I, Part D Final Report Data collection window Oct 3 - Nov 21, 2014 <b>tentative</b></p> <p><b><u>October 15</u></b> Due Date for Comparability Report (from all districts whose corp number ends in five (5)) Section 1120 A (c) of NCLB</p> <p>Last day to request reimbursement for the fiscal year 2014 funds</p> <p><b><u>October 24</u></b> Title I Staffing Report Data collection window Aug 8 - Oct 24, 2014 <b>tentative</b></p> <p><b><u>October 30</u></b> Due Date for FY 2014 Final Expenditure Reports for: Title I, Part A Title I, Part D School Improvement 1003(a) and 1003(g), 1003(g) ARRA</p>	<p><b><u>November 1</u></b> Date the Amendment period opens for 2014-15 Part A and Part D applications</p> <p><b><u>November 3</u></b> Neglected and Delinquent Annual Survey Data collection window November 3 - December 5, 2014 <b>tentative</b></p> <p><b><u>November 21</u></b> Title I, Part D Final Report Data collection window Oct 3 - Nov 21, 2014 <b>tentative</b></p>	<p><b><u>December 5</u></b> Neglected and Delinquent Annual Survey Data collection window Nov 3 - Dec 5, 2014 <b>tentative</b></p> <p><b><u>December 31</u></b> Date for compliance issues to be resolved for Comparability Reporting</p>

JAN 2015	FEB 2015	MARCH 2015	APR 2015	MAY 2015	JUNE 2015
	<p><b><u>February 28</u></b> Desktop Monitoring documents due <b>Tentative date</b></p>			<p><b><u>May 30</u></b> Deadline date for submitting amendments to the FY 2015 Title I, Part A Basic Title I, Part D School Improvement 1003(a) School Improvement 1003(g) 1003(g) ARRA</p>	<p><b><u>June 1</u></b> Due Date for 2015-2016 Schoolwide Plan Approval Process Assurance Form</p> <p><b><u>June 30</u></b> Date that FY 2014 Title I, Part A and Part D funds must be encumbered</p>

## ESEA Waiver

- Indiana submitted a waiver in November 2011
- Indiana's waiver was approved in February 2012
- This changed Indiana's accountability system to one instead of two (AYP/PL 221)
- It allows for more flexibility with more accountability
- Implementation began in the 2012-2013 school year
- Indiana submitted a one-year extension in May 2014
- The extension was approved in August 2014

The waiver is written around four principles:

- Principle 1
  - College and Career Ready Expectations for all Students
- Principle 2
  - State Developed Differentiated Recognition Accountability and Support
- Principle 3
  - Supporting Effective Instruction and Leadership
- Principle 4
  - SEA Systems and Processes

As part of the waiver, Title I schools can be placed into four categories based on school performance:

Reward Schools	The state's <i>Highest Performing Schools</i> and <i>High-Progress Schools</i>
Focus-Targeted Schools	'A', 'B', or 'C' schools which fail to meet the requirements for each subgroup
Focus Schools	Schools which earn a 'D' rating that are not Priority or have a graduation rate <60% for two years.
Priority Schools	Schools which earn an 'F', or two years of 'D', and/or are classified as <i>persistently low achieving</i> .

- To exit priority status, a school must maintain a 'C' grade or better for at least two consecutive years or earn the status of being a reward school for one year.
- LEAs with one or more priority and/or focus school have a timeline to follow for implementation of school improvement interventions

For more information on Indiana's ESEA Flexibility waiver, visit the IDOE website here:

<http://www.doe.in.gov/esea>

## 1003(a) and 1003(g) School Improvement Grants

1003(a) is a one year grant awarded to Title I Priority and Focus Schools. 1003(a) funds will be awarded to Local Education Agencies (LEAs) on behalf of these low-performing Title I-served schools. These funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As such, eligible schools must submit an application that fulfills each of the United States Department of Education's (USDE) "Turnaround Principles" to be awarded a 1003(a) grant.

1003(a) funds are designed to support school improvement plans that take a new, innovative and systemic approach to improving student achievement and school quality. As such, the plan must fulfill each of the United States Department of Education's (USDE) "Turnaround Principles" and thus may not be repurposing of prior years' school improvement plans. Only applicants that clearly demonstrate how their school improvement plan completely and effectively fulfills each of the Turnaround Principles and that has a high likelihood of leading to increased student learning will be considered for funding.

More information on 1003(a) can be found: <http://www.doe.in.gov/titlei/1003a-school-improvement-grant>

1003(g) School Improvement Grants are awarded to Priority schools. 1003(g) grants are competitive in nature.

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. With Indiana's ESEA Flexibility Waiver, schools are no longer identified in Tiers, but as Reward, Focus-Targeted, Focus, or Priority status. LEAs with priority schools in Indiana are eligible to apply for SIG funds. The LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

More information on 1003(g) can be found: <http://www.doe.in.gov/titlei/1003g-summary-sig-grants>



## Introduction to Title I

### What is Title I?

- Supplemental federal funding for low achieving students targeted to high poverty schools.
- Provides extra academic support and learning opportunities for children who are failing, or most at-risk of failing, state and local standards.

### A Brief History

- Title I is part of the Elementary and Secondary Education Act that was introduced in 1965, now known as No Child Left Behind (NCLB).
- Title I is the largest single program of federal aid for elementary and secondary education.
- NCLB emphasizes the importance of teacher quality, student achievement, and parental involvement.
- NCLB stresses high standards and accountability.

### How does Title I Help Schools?

- By providing supplemental resources and academic opportunities for those students most at-risk for not meeting State and Local standards.
- Professional Development
- Before/after school tutoring
- Specialized teachers (e.g., Reading Recovery)
- Instructional Coaches
- Interventionists
- Preschool
- Extended time opportunities
- Student Supplies
- Professional Development
- Literacy Materials
- Equipment and Technology
- Home School Liaisons

### How is money allocated through Title I?

- Federal Government allocates \$ to States based on Census Poverty Data.
- States allocate \$ to districts based on Census Poverty Data.
- Districts allocate \$ to schools based on Free/Reduced Lunch Counts.

### How does a school become Title I?

- Schools within each LEA must be ranked by percentage of poverty from highest to lowest.
- Free/Reduced lunch data is used to determine the poverty level of schools in a district.
- Schools that meet or exceed poverty averages (based on total F/R lunch counts) are *eligible* to be served.
- Rules regarding ranking and serving are technical and complex. (see Ranking and Serving section on pages 14-15)

### Who can be served in a Title I School?

- **ANY** child in academic need, including:

- Migrant children, Limited English proficient children, and children with disabilities
- Automatically eligible children include:
  - Children who attended Head Start, Even Start, or Early Reading first in the 2 preceding years
  - Children who received Title I, Part C in the 2 preceding years
  - Children in a neglected or delinquent facility
  - Children who are homeless
  - Poverty is NOT a determining factor!
- Eligible students [Section 1115(b)(1)(B)] –
  - “Eligible children are children identified by the school as failing, or most at risk of failing, to meet the State’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria...”
  - “...Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.”
- Eligible students [Section 1115(b)(2)]
  - (A). “In general, **children who are economically disadvantaged, children with disabilities, migrant children or limited English children, are eligible for services...**on the same basis as other children selected to receive services...”
  - (B). **Head Start, Even Start, or Early Reading First**, – if served at any time in the previous 2 years (includes Title I preschool)
  - (C ). **Part C – Education of Migratory Children** – if served at any time in the previous 2 years
  - (D). **Neglected or Delinquent Children** – if in a local institution or attending a community day program for such children
  - (E). **Homeless Children** – If homeless and attending any school served by the LEA

## Highly Qualified Staff

- NCLB specifies that any LEA or charter school who receives federal funding must have 100% of their core academic subjects taught by highly qualified teachers.
- **HQ Elementary Teacher Indicators:**
  - Bachelor's Degree
  - Valid Indiana Elementary teaching license or Special Education teaching license that includes elementary school settings
  - PLUSE ONE OF THE FOLLOWING:
    - Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"
    - Passed the NTE (National Teacher Exam) "Education in the Elementary School"
    - Considered HQ in another state
    - NBPTS Certification
    - 100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)
- **HQ Secondary Teacher Indicators:**
  - Bachelor's Degree
  - Valid Indiana Junior High/Middle School or Secondary teaching license or Special Education teaching license that includes Junior High/Middle School/Secondary School settings
  - PLUS ONE OF THE FOLLOWING:
    - Passed Praxis II in the Core Academic Subject you are assigned to teach
    - Passed the NTE (National Teacher Exam) specialty exam in the Core Academic Subject you are assigned to teach
    - Considered HQ in another state
    - NBPTS Certification in the Core Academic Subject you are assigned to teach
    - A Bachelor's Degree or completed 24 college credit hours in the Core Academic Subject you are assigned to teach
    - Earned a Master's Degree in the Core Academic Subject you are assigned to teach
    - 100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)
- **HQ Paraprofessional Indicators:**
  - Completed at least 2 years of study in higher education
  - Obtained an associate's degree (or higher)
  - Met a rigorous standard of quality by passing the Praxis ParaPro Exam
- All Title I funded paraprofessionals in a TAS and all paraprofessionals, regardless of funding source, in a SWP must establish highly qualified.
- Paraprofessionals must work under the direct supervision and in close and frequent proximity to a licensed teacher. Direct supervision is defined as: "(1) the teacher prepares the lessons and plans the instructional support activities that the paraprofessional carries out, and (2) the paraprofessional works in close and frequent proximity to the teacher."
- The primary responsibilities of paraprofessionals are to provide instructional support. An LEA may not hire persons as paraprofessionals and have them perform duties as full-time instructors.

- If the LEA hires a person whom is certified as a teacher to be a paraprofessional, all requirements in Section 200.59 apply – meaning that person may not provide direct instruction to the students.
- Paraprofessional requirements only apply to staff who are providing instructional support in Title I, Part A funded schools.
- **HQ Preschool Indicators:** Indiana does grant licensure for preschool under the following assignment codes:

Assignment Code	Bulletin 400	Rules 46-47	Rules 2002	REPA
Preschool	Elementary with Special Subject; Nursery School - Nursery - Kindergarten Certificate	Early Childhood Education	Generalist: Preschool	Early Childhood Education: P-3

- A school or LEA can meet the requirements of using federal funds to pay a preschool teacher if the teacher holds one of the licenses listed above. Additionally, some colleges and universities offer early childhood degree or certification programs that may meet the requirements of a highly qualified teacher.
- Indiana recognized teachers who have earned or completed an early childhood course of study at an accredited college or university

## Appropriate Use of Title I Staff

The purpose of Title I is to provide instruction to Title I students to enable them to meet high standards expected of all children. *Title I classes may not be cancelled* to allow Title I instructional staff to be substitute teachers in an emergency situation. Substitute teaching may only be performed by the Title I personnel during non-teaching period, such as during planning periods. According to Title I law, Title I personnel may be assigned non-instructional duties, such as duties related to the cafeteria, recess, and buses, *if similarly situated personnel are not paid by Title I at the same school site are assigned these duties*. Furthermore, before an LEA uses Title I personnel for substitute teaching during planning periods for any emergency situation, it must ensure that similarly situated personnel are also used for substitute teaching. For example, it would be unallowable to narrowly define similarly situated so that few other types of personnel would qualify, and as a result, Title I personnel would carry a disproportionate share of the emergency substitute teaching responsibilities.

Title I schools may use their funds to hire or pay for rotating substitutes to release teachers for job-embedded professional development purposes. Use of such funds must support collaboration or other professional development activities that are directly related to and support the implementation of strategies for meeting the needs of Title I children.

Teachers and aides/paraprofessionals paid by Title I have very specific duties appropriate to each position.

Title I Teacher Duties	Title I Aide/Paraprofessional Duties
May supervise Title I aide/paraprofessional.	Aide/Paraprofessionals must be working under the direct supervision of and in close and frequent proximity to a certified public school teacher at all times.
Holds caseload of all Title I students.	Provides instructional support to the Title I teacher. Title I aides/paraprofessionals may not, have their own caseload of students.
Pulls out or assists students in the classroom with supplementary instruction beyond the classroom instruction.	Provides further reinforcement of skills as prescribed by the Title I teacher. Title I paid aides/paraprofessionals cannot be used as classroom aides.
Reinforce or re-teach vocabulary words or math concepts introduced by the classroom teacher.	Reinforces vocabulary words covered by the Title I teacher and assists in skills that aid in understanding the math concepts as prescribed by the Title I teacher.
Evaluates the progress of all Title I students and designs and prepares student progress reports.	Organizes results of student assessments and files records for the Title I teacher, assists in typing up progress reports and sending them to parents.
Prescribes the lessons that the students will work on during Title I time.	Helps students as they complete lessons delivered by the Title I teacher or the classroom teacher while the Title I teacher (in the same room) meets individually with specific Title I students.
Performs all student selection requirements including testing and making the final lists of students selected for Title I participation. <i>TAS – Title I teachers cannot provide testing in a TAS for the Title I program as that would require them to work with all students.</i>	Assists the Title I teacher in the student selection process by organizing results, creating parent permission slips, compacts, and other info to send home for identified students. Aides/paraprofessionals may not administer tests, but could provide supervision while students test.

## Ranking and Serving

The rules on distribution of funds are extremely technical and complex. The U.S. Department of Education (ED) has issued detailed non-regulatory guidance to help district administrators make their allocations. This non-regulatory guidance can be accessed at:

<http://www.ed.gov/programs/titleiparta/wdag.doc>

Title I funds can only be used in “eligible school attendance areas.” A “school attendance area” means the geographic area of a particular school in which the children served by that school reside. An “eligible school attendance area” is one where the percentage of children from low-income families who live in the school attendance area is at least as high as the percentage of children from low-income families in the district as a whole.

Title I generally requires that a district rank all of its school attendance areas (or schools, using enrollment figures) in order of poverty from highest poverty to lowest. Free and reduced lunch data, as reported to IDOE on the DOE-RT report, is used annually to prepopulate the online application. Different ranking rules apply to schools that exceed the 75 percent poverty level than to those that do not.

### RANKING METHODS

*Note: Only one option in addition to the 75% rule may be used within a district, with the exception of grandfathering.*

- **75% FIRST**  
The district must first focus on eligible school attendance areas (or schools) in which the concentration of children from low-income families exceeds 75 percent.
- **DISTRICT-WIDE %**  
The district may determine the percentage of children from low-income families in the district as a whole (i.e., the district-wide poverty average) OR for each school.
- **GRADE SPAN GROUPING %**  
Grade span groupings are defined by the district’s organization of its schools. (i.e., the district-wide grade spans poverty averages for the respective grade span groupings).

### EXCEPTIONS TO RANKING REQUIREMENTS

Districts with enrollments of less than 1,000 students are not required to allocate funds to areas or schools in rank order. (Note: per pupil expenditure requirements still apply.)

- **35% Rule:** A district has some discretion (albeit limited) to depart from the rigid eligibility requirements and determine which schools will receive Title I funds. First, the district may designate as eligible any school or school attendance area in which at least 35 percent of the children are from low-income families. When applying the 35 percent rule, districts must still serve school attendance areas in rank order.

- Grandfather provision: Protects schools that may lose eligibility for one year. The district may designate and serve a school attendance area or school that is not otherwise eligible for Title I, if that school was eligible and served in the preceding fiscal year.
- Skip or Skipping: A district may elect not to serve an eligible school attendance area or eligible school if the school meets the following three fiscal requirements:
  - The school meets the comparability requirement, AND
  - The school is receiving supplemental funds from other state or local sources, AND
  - Funds expended from state and local sources are equal or exceed the amount of funds that would be provided under Title I

***Note: If a district decides to skip an otherwise eligible school attendance area, it must still count and serve the nonpublic school students in the area as if it had not been skipped.***

## Targeted Assistance Programs

In a **Targeted Assistance School (TAS)**, students must be formally identified and a Student Selection form must be used.

- All Title I schools are automatically Targeted Assistance Schools (TAS).
- Most notable characteristic of a TAS: only identified students, teachers, or parents may receive Title I services or materials.
- Must supplement local or state funds

### Required Components of TAS

- Use such program's resources under Title I to help participating children meet State's challenging student academic achievement standards expected for all children.
- Ensure that planning for students served under Title I is incorporated into existing school planning.
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that –
  - a. Gives primarily consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities.
  - b. Help provide an accelerated, high-quality curriculum, including applied learning, and
  - c. Minimize removing children from the regular classroom during regular school hours for instruction provided by Title I.
- Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start or Early Reading First to elementary school programs.
- Provide instruction by highly qualified teachers.
- Provide opportunities for professional development with resources provided under Title I and to the extent practicable from other sources, for teachers, principals, and paraprofessionals including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under Title I or in the regular education program.
- Provide strategies to increase parental involvement such as family literacy services.
- Coordinate and integrate Federal, State and local services and programs, including programs supported under No Child Left Behind, the ESEA waiver, violence prevention programs, nutrition programs, housing programs, Head start, adult education, vocational and technical education, and job training.

### How are children selected for Title I Services in a TAS?

- Children who are most in academic need (based on any variety of academic indicators, e.g., ISTEP+, Acuity, NWEA, DIBELS,) receive Title I services.
- Poverty is not a determining factor in student selection.
- Selection Process:
  - Assess ALL students in the grade level you are serving (including special education, English language learners, and gifted-talented).
  - Assess ALL students in the grade level you are serving (including special education, English language learners, and gifted-talented) **using a second criteria.**
  - After entering information for the second assessment, determine the total rank for each student.



- Based on **your** Title I plan and the number of students that can be served (depending on staffing), begin selecting students from the lowest ranking.
- Record and document any reason why a student does not receive services.
- Other Steps:
  - Title I funds may not be used to provide the level of services necessary to meet Federal, State, or local law requirements for limited-English-proficient children or children with disabilities. For example, a special education student being provided with special education services in reading that are sufficient to meet the requirements of [Part B of the Individuals with Disabilities Education Act \(IDEA\)](#) may also be provided Title I, Part A services in reading if the school identifies the student as being in greatest need of assistance for meeting the State's challenging content and student performance standards.
  - After students are selected for participation in the Title I program, it is important to keep attendance records and lessons plans for those students.
  - Frequent progress monitoring of participating students will allow movement of students in and out of the program.
  - If teachers determine that a student has reached proficiency level that meets the state's high academic standards, consideration may be given to remove the student from the Title I program (using appropriate criteria like report card grades and assessments).
  - If a student currently receiving services moves to another school, the next eligible student should be added to the program.
  - Records should document entries, exits, and any other changes to the student roster.
  - When new students move in during the year and may not have scores from an assessment, use an alternate criterion to determine rank and eligibility.

*Targeted Assistance Components, Requirements, and Selection of Students documentation can be found on the Title I Website, Resources Page: <http://www.doe.in.gov/titlei/resources-%E2%80%93pd-ppts-guidance-swp-tas-parent-involvement-etc>*

School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_

STUDENT SELECTION PROCESS CRITERIA OPTIONS:	
1. ___ISTEP/CTBS Total Reading	6. ___Curriculum/Standard Based Assessment
2. ___ISTEP/CTBS Total Math	7. ___Teacher Input (Grades K-2 only)
3. ___NWEA Reading	8. ___DIBELS
4. ___NWEA Math	9. ___Other Assessment
5. ___Lexile Range	10. ___Other Assessment

Your school must keep official copies of this documentation for federal audit purposes.

18

## Schoolwide Programs

### Section 114(b)(2)

*“Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school.”*

### Requirements and Basics of Schoolwide

- A schoolwide program is a comprehensive reform of your Title I school.
- It is designed to generate high levels of academic achievement in core academic areas for all students, especially those not demonstrating proficiency on State standards.
- Schoolwide (SW) Programs allow for greater flexibility of programs and services.
- The SW program should upgrade the entire educational program, while providing assistance to most at-risk students.
- A school must have at least 40% poverty to transition from TAS to SW
- Statute says, *“The comprehensive plan shall be developed during a one-year period, unless...a lesser amount of time is needed..”*
- Indiana’s Elementary and Secondary Education (ESEA) Flexibility Waiver allows for schools that are deemed as Focus or Priority with less than a 40% poverty percentage to become schoolwide if all components are in place. It is important that the schoolwide planning team observe and factor into its planning the work that may have already begun with Focus and Priority school improvement planning.
- Schools that opt to implement schoolwide programs are not required to identify students who are eligible to participate; schools also have the option to consolidate and use funds or services together with other Federal, State, and local funds that the school receives (Indiana schools do not consolidate).
- The schoolwide plan must include statutory components, such as a comprehensive needs assessment, instructional reform strategies, professional development and parent involvement.
- Core elements of a schoolwide program include: a comprehensive needs assessment that is based on academic achievement information about all students in the school, helps the school understand the subjects and skills for which teaching and learning need to be improved and identifies specific academic needs of students and groups of students who are not yet achieving the State’s academic standards; the comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan and must document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results and assess the needs of the school the school; a comprehensive plan that describes how the school will improve academic achievement through the school but particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State’s academic standards, and; an annual evaluation on the implementation of and the results achieved by the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement, determine whether the program has been effective and revise the plan as necessary.
- Schoolwide does not provide more funding to schools, but does provide more flexibility in how to spend your money.
- Once you become schoolwide, you will remain schoolwide unless you fall under one of the following conditions:

- Failure to implement and/or adhere to the required components,
- School closings/major changes to the existence of the school, or
- If, over a period of time, a school operating a schoolwide program has not been effective in increasing the achievement of students or the staff does not have working knowledge of the schoolwide plan, the LEA or SEA may require the school to discontinue the schoolwide program and operate as a targeted assistance program.
- All instructional paraprofessionals must either have an associate's degree, *or* two years of study at an institution of higher education, *or* take and pass the ParaPro exam.
- A Comprehensive Needs Assessment is Required
  - The CNA should identify gaps between the school's current reality and its vision of where it should be, relative to key areas:
    - Data obtained from the CNA provide the foundation for the goals of the schoolwide plan.
    - The program's evaluation measures how successful the school has been in addressing needs and meeting goals of the plan.
- Schoolwide plans are reviewed by Grants Management Specialists during desktop and onsite monitoring.
- IDOE does not have any state approved providers for Schoolwide Planning. IDOE recommends contacting other schools or districts to identify potential Schoolwide Planning providers.
- Schools considering hiring an outside provider can refer to, *Questions to Ask a Schoolwide Provider*, below.
- The school could conduct a short self-assessment to determine whether or not they have the internal capacity – such as leadership and instructional expertise, prior experience in schoolwide planning, and the building commitment to become schoolwide – to schoolwide plan on their own. Additionally, the school should consider the costs associated with using an outside provider. The assessment below can be used to determine internal capacity – if your school answers “yes” to most questions, you likely have the capacity to develop the schoolwide plan on your own.

<i>Assessment of Capacity for Schoolwide Planning</i>		
	YES	NO
Our school has people who have either participated in or led a schoolwide planning team.		
Our school has people with strong leadership, curriculum, professional development, and parental involvement skills		
Our school has the commitment to become schoolwide, including both developing and implementing the plan.		
Our school improvement plan is a good reflection of our school at this time.		
Our school likes the format of our current school improvement plan.		
Our school has received a C or better for several years and is not identified for improvement.		

*Questions to ask Potential Schoolwide Providers:*

- What experience does the provider have developing schoolwide plans?
- What type of services will be offered (e.g., onsite or off-site meetings, small group or whole staff meetings, meetings utilizing technology)?
- How will the provider structure the planning year?
- Will the provider have resources available to you during the planning year (e.g., technology, handouts, or templates)?
- What makes a provider's service unique and matched to your school's needs?
- How will the progress of the planning year be monitored?
- How much time will be needed from school staff?
- Does the provider have any other expertise that is relevant to the planning process?
- How much will services cost?
- What can a provider do for your school?
- Does the provider submit the completed plan on your behalf or will you be required to ensure the plan is submitted to the IDOE by the due date?
- Are there any follow up meetings after the planning year?
- If there are follow up meetings, is there an additional fee involved?
- What will happen if the plan does not meet the requirements to become Schoolwide?

What to do...

- Start with your PL221 and Focus or Priority SAP
- Review SWP Template
- Review 10 required components of a SWP
- Create a Schoolwide Planning Team
- Develop/revise current plan (include a table of contents in your plan)
- Develop/revise with the involvement of staff, parents, and community members
- Submit Assurances for to IDOE
- Update annually
- Discuss at Annual Title I Parent Meeting

10 Required Components of a Schoolwide Plan

1. A Comprehensive Needs Assessment (CNA)
2. Implementation of schoolwide reform strategies
3. Highly qualified teachers in all content area classes
4. High quality and on-going PD
5. Strategies to attract high-quality, highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs
8. Opportunities and expectations for teachers to be included in decision making
9. Activities and programs at the school level to ensure students are provided effective, timely additional assistance
10. Coordination and integration of federal, state, and local funds

Schoolwide Planning Support Teams

**Section 1117(c)(1)** of Title I requires that each SEA, in consultation with LEAs and schools, establish a system of school support teams to provide information and assistance to schoolwide programs and to

assist those programs in providing an opportunity for all students to meet the State's student performance standards.

- A school support team will work cooperatively with each school and make recommendations as the school develops its schoolwide program plan, will review each plan, and will make recommendations to the school and the LEA.
- During the operation of the schoolwide program, a school support team shall--
  - Periodically review the progress of the school in enabling children in the school to meet the State's student performance standards.
  - Identify problems in the design and operation of the instructional program.
  - Make recommendations for improvement to the school and the LEA. Each school support team shall be composed of teachers, pupil services personnel, representatives of organizations knowledgeable about successful schoolwide programs or comprehensive school reform (especially distinguished educators) and others who are knowledgeable about research and practice on teaching and learning, particularly about strategies for improving educational opportunities for low-achieving students.

Who should be on the Schoolwide Planning Team?

- Principal
- Title I Teachers, Coaches, or Interventionists
- ELL and/or Special Education Teachers
- Content Area Teachers
- Central Office Staff
- Parents
- High School - Students

*See the Schoolwide Planning Handbook on the Title I Website for key documents to assist in planning.*

<http://www.doe.in.gov/titlei/resources-%E2%80%93pd-ppts-guidance-swp-tas-parent-involvement-etc>

*USDOE Guidance:*

<http://www2.ed.gov/admins/lead/account/swp.html>

*Becoming a Title I Schoolwide Program Webinar:*

<https://www.youtube.com/watch?v=zp3FCQELtj8>

## Plans – PL 221 SIP, Title I SWP, Focus/Priority SAP

<b><u>PL 221 Plan School Improvement Plan</u></b>	<b><u>Title I Schoolwide Plan</u></b>	<b><u>Focus and Priority School Student Achievement Plans</u></b>
<b><u>Introduction</u></b> <ul style="list-style-type: none"> <li>• State objectives for a 3-year period</li> <li>• Annually review and revise to accomplish the achievement objectives, narrative description of the school, community, and the educational programs</li> <li>• A list of the statutes and rules that the school wishes to have suspended from operation for the school</li> <li>• Description of the curriculum and information concerning the location of a copy of the curriculum that is available for inspection by members of the public</li> <li>• Titles and descriptions of assessment instruments to be used in addition to ISTEP+</li> <li>• A plan to be submitted to the governing body and made available to all interested members of the public in an easily understood format</li> </ul>	<b><u>Introduction</u></b> <ul style="list-style-type: none"> <li>• Narrative description of the school, community, and the educational programs</li> <li>• Description and location of curriculum</li> <li>• Titles and descriptions of assessment instruments to be used in addition to ISTEP+</li> <li>• Table of Contents</li> </ul>	<b><u>Introduction</u></b>
<b><u>Needs Improvement</u></b> Note specific areas where improvement is needed immediately	<b><u>Comprehensive Needs Assessment (SW #1)</u></b> <ul style="list-style-type: none"> <li>• Vision Statement</li> <li>• Statements from data               <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ Cultural Competency</li> </ul> </li> <li>• Analysis</li> <li>• Summary</li> </ul>	<b><u>Root Cause Analysis</u></b> <ul style="list-style-type: none"> <li>• Priority Area for Improvement (PAI)</li> <li>• Description of PAI</li> <li>• Root Cause of PAI</li> </ul>
<b><u>Goals</u></b> <ul style="list-style-type: none"> <li>• The achievement objectives must be consistent with academic standards and include improvement in at least the following areas:</li> <li>• Attendance rate</li> <li>• The percentage of students meeting academic standards under the ISTEP+</li> <li>• For a secondary school, graduation rate</li> </ul>	<b><u>Goals</u></b> <ul style="list-style-type: none"> <li>• Include SMART goals for:               <ul style="list-style-type: none"> <li>○ At least one content area related to ISTEP+ performance (i.e., reading, writing, or math)</li> <li>○ Attendance</li> <li>○ Graduation rate (for high schools)</li> </ul> </li> </ul>	<b><u>Goals</u></b> <ul style="list-style-type: none"> <li>• Long-term smart goals for PAIs</li> <li>• Short-term SMART goals for PAIs</li> <li>• Benchmarks for PAIs</li> <li>• Action Steps, Timelines &amp; Responsibilities</li> <li>• Alignment to Mass Insight Turnaround Principles</li> </ul>

<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Address the learning needs of all students, including programs and services for exceptional learners</li> <li>• Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis</li> <li>• A provision for the coordination of technology initiatives</li> </ul> <p>For a secondary school:</p> <ul style="list-style-type: none"> <li>• Offer courses that allow all students to become eligible to receive an academic honors diploma</li> </ul> <p>Encourage all student to earn an academic honors diploma or complete the Core 40 curriculum</p>	<p><b>Implementation</b></p> <p>Implementation of schoolwide reform strategies that:</p> <ul style="list-style-type: none"> <li>○ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement</li> <li>○ <u>Use effective methods and instructional strategies</u> that are based on scientifically based research</li> <li>○ <u>Strengthens the core academic program</u></li> <li>○ <u>Increases (maximizes) the amount of learning time</u></li> <li>○ Includes <u>strategies for serving underserved populations</u></li> <li>○ Includes <u>strategies to address the needs of all children in the school, but particularly low achieving children</u> and those at risk of not meeting state standards</li> <li>○ Address <u>how the school will determine if those needs of the children have been met</u></li> <li>○ <u>Are consistent</u> with and are designed to implement state and local improvement plans, if any</li> </ul> <p><b>(High schools only)</b></p> <p>Offer courses that allow students to be eligible to receive an Academic Honors Diploma</p> <p>Encourage all students to earn academic honors or complete the Core 40 curriculum</p>	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure that the principal has the ability to lead the turnaround effort.</b> Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” (TP#1)</li> <li>• <b>Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards.</b> As part of meeting the turnaround principle regarding strengthening the school’s instructional program based on student needs, and LEA may choose to improve the school’s kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards. (TP#3)</li> <li>• <b>Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.</b> (TP#4)</li> <li>• <b>Ensure the school-wide use of data focused on improving teaching and learning.</b> Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA’s teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction. (TP#6)</li> </ul>
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	<p><b><u>Meeting Student and Teacher Needs</u></b> Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance <b>(SW#9)</b></p> <p>Opportunities for students who are passing and advanced to have extra projects, assignments, and experiences that push them forward.</p>	<p><b><u>Meeting Student and Teacher Needs</u></b> <b>Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.</b> An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time. (TP#7)</p>
<p><b><u>Professional Development</u></b> A provision for ongoing professional development activities</p>	<p><b><u>Professional development(SW #4)</u></b> Meaningful, ongoing opportunities based on needs of students and teachers</p> <p>Collaborative</p> <p>Includes opportunities and expectations for teachers to be included in the decision-making related to the use of academic assessment results leading to the improvement of student achievement <b>(SW #8)</b></p> <p>Strategies to attract high quality teachers to this school <b>(SW #5)</b></p>	<p><b><u>Professional Development</u></b> <b>Develop skills to better recruit, retain and develop effective teachers.</b> (TP#5)</p>

<p><b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Maximize parental participation in the school, which may include providing parents with: <ul style="list-style-type: none"> <li>○ Access to learning aids to assist students with school work at home</li> <li>○ Information on home study techniques</li> <li>○ Access to school resources</li> </ul> </li> </ul>	<p><b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>• Opportunities offered for parents</li> <li>• Strategies to increase parental involvement, such as literacy services <b>(SW #6a)</b></li> <li>• Description of how the school provides individual academic assessment results to parent <b>(SW #6b)</b></li> <li>• Strategies to involve parents in the planning, review, and improvement of the schoolwide plan <b>(SW #6c)</b></li> </ul>	<p><b><u>Parent Involvement</u></b>  <b>Increase academically focused family and community engagement.</b> An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs). (TP#8)</p>
<p><b><u>Safe and Disciplined Learning Environment</u></b>  Maintain a safe and disciplined learning environment for students and teachers that complies with the governing body's plan improving student behavior and discipline</p>	<p><b><u>Safe and Disciplined Learning Environment</u></b>  Maintain a safe and disciplined learning environment for students and teachers that complies with the governing body's plan improving student behavior and discipline</p>	<p><b><u>Safe and Disciplined Learning Environment</u></b>  <b>Establish a school environment that supports the social, emotional, and learning needs of all students.</b> To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school. (TP#2)</p>

<p><b><u>Transitions</u></b></p>	<p><b><u>Transitions</u></b></p> <p>Plans for assisting preschool children in the transition from early childhood program as such as Head Start, Even Start, Early Reading First, or a state-run preschool program <b>(SW #7)</b></p> <p>Plans for moving from elementary to middle; middle to high school; high school to post-secondary education or employment.</p>	<p><b><u>Transitions</u></b></p>
<p><b><u>Additional Information</u></b></p> <p><b><u>Waiver of Applicability</u></b></p> <ul style="list-style-type: none"> <li>• A plan may include a request for a waiver of applicability of a rule or statute to a school.</li> <li>• The governing body may waive any rule adopted by the state board for which a waiver is requested in a plan, except for a rule that is characterized as follows:</li> <li>• The rule relates to the health or safety of students or school personnel.</li> <li>• The rule is a special education rule under 511 IAC 7.</li> <li>• Suspension of the rule brings the school into noncompliance with federal statutes or regulations.</li> <li>• The rule concerns curriculum or textbooks.</li> <li>• Upon request of the governing body and under a plan, the state board may waive for a school or a school corporation any statute or rule relating to the following:</li> <li>• Curriculum.</li> <li>• Textbook selection.</li> </ul>	<p><b><u>Additional Information</u></b></p> <ul style="list-style-type: none"> <li>• Consolidation of Funds in a School-wide program <b>(SW#10)</b></li> <li>• Highly Qualified Teachers <b>(SW #3)</b></li> </ul>	<p><b><u>Additional Information</u></b></p> <ul style="list-style-type: none"> <li>• Removal or Replacement Letter (TP#1)</li> <li>• Year 1 or 2 Principal Assurance Letter</li> </ul>

## Title I and Title III Guidance

*Please note that this guidance is not meant to supersede federal regulations regarding Title I, Part A of ESEA nor provide exhaustive guidance regarding Title I, Part A. School districts will use local and contextual information to inform programming decisions for their students.*

This section will provide guidance on serving eligible English learners (ELs) through Title I of the Elementary and Secondary Education Act of 1965, reauthorized by No Child Left Behind of 2001. Title I, Part A is the largest federal grant provided to Indiana, with over 200 million dollars allocated annually. Educators can use this document as a resource to provide purposeful support to English learners, eligible for Title I, in order to meet the general provisions under this program of improving the academic achievement of the disadvantaged while avoiding supplanting of other programs, such as Title III, that serve English learners.

Section 1112 (b)(1)(E)(ii) of ESEA states “the local education agency will coordinate and integrate services provided under this part [Title I] with other educational services at the local educational agency or individual school level, such as services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order *to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.*”

**Eligibility:** Title I, Part A provides that limited English proficient (LEP) students are eligible for Title I services on the same basis as other children selected to receive services. In schools operating school wide programs, where the goal is to upgrade the instructional program in the entire school, all children, including LEP students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted assistance schools (schools not operating school wide programs), LEP students are to be selected for services on the same basis as other children--on the basis of multiple, education related, objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards. No longer does a local educational agency need to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency.<sup>1</sup>

Additionally, Title I funds may not be used to provide services that are required to be made available to LEP students by other laws, such as the core EL program required by Lau of 1974 that an LEA must provide using state or local funds only. Title I funds may be used to coordinate and supplement those services, including language acquisition services for LEP students, in order to meet the provisions of supplement not supplant. Title I staff members providing supplemental services to eligible LEP students must work closely with the core EL staff and content area teachers.

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<sup>1</sup> Memorandum to Chief State School Offices from the U.S. Department of Education, June 20, 1995

**Intersection of Programs:** Students arrive at school with many different needs and therefore qualify for different programs. For example, Indiana has English learners who are not yet fluent but meet a district's qualifications for gifted and talented. Certain native English speakers might qualify for Title I support while some English learners do not. An English learner might have a disability based upon factors unrelated to language proficiency and subsequently receive special education support. In order for a school to truly meet the needs of a particular student, all programs for which an English learner qualifies need to coordinate their services so that the supports are aligned and build upon each other. However, since LEAs receive federal funding specific for their respective activities, LEAs must be sure to clearly understand the laws regarding English learners and authorized activities so that any federally funded activities meet the provision of supplement not supplant of Section 1120A(b) of Title I and Section 3115(g) of Title III of the ESEA.

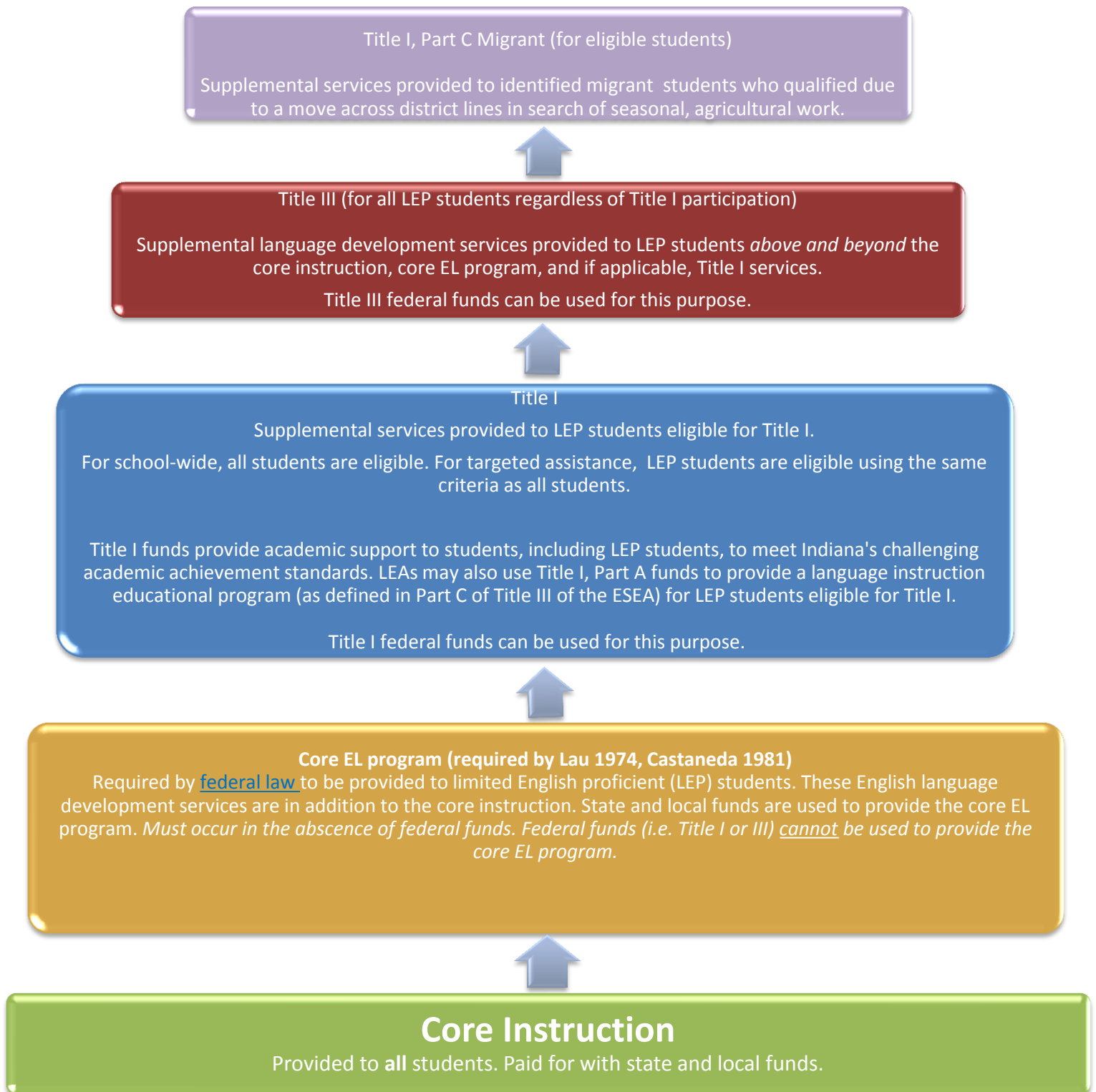
**Appropriate Use of Title I and Title III Funded Supplemental Programs for ELs:**

- 1) Title I funded programs must be research based and supplemental to the core EL program. The district's core EL program required by Lau 1974, Castaneda 1981 can only be provided via state and local funds (reviewed on page 4). Title I funded programs must NOT satisfy the core EL program. Please note that research based programs do not have to be purchased but rather could be locally developed based upon research based best practices for English learners. For more information, please visit the National Clearinghouse for English Language Acquisition at [www.ncela.us](http://www.ncela.us)
- 2) Title I funded programs can only be implemented in Title I funded schools; and
- 3) Title I programs can be the same as Title III programs (i.e. providing language development), but they have to follow all the Title I regulations and be supplemental. If implemented district wide, the amount of Title I funding cannot exceed the proportion of funding based on the number of ELs in Title I schools v. non-Title I schools. In other words, a school district cannot allocate more Title I money to a certain school based upon the number of English learners attending that school. All students eligible for Title I funding, both native English speakers and English learners, are equally eligible. (Section 1115(b)(2)a)
  - a. LEAs using Title I, Part A funds to provide a language instruction educational program (as defined in Part C of Title III of the ESEA) must provide an [Annual Parent Notification](#) to parents of LEP children identified for participation in the program. School districts receiving Title III or Non-English Speaking Program (NESP) grants already disseminate this information annually to parents and would not have to provide a duplicate notification. The notification to parents must be provided within the first 30 days of the school year or within 2 weeks of enrollment if the student enrolls later in the year. (Section 1112(g)(1), Section 3302, and IC 20-30-9-9)

**Improper Use of Title I and Title III Funded Supplemental Programs for ELs:**

- 1) Title I or Title III services supplant or take the place of the district's core EL program required by Lau 1974, Castaneda 1981
- 2) District or school uses funds to pay for something that was paid for in the previous year with other federal, state, or local funds (an LEA may be able to refute this presumption, however, if it can demonstrate that those services could not be continued due to state/local fund budget constraints)
- 3) Title III funds utilized for programs/services required by other federal, state or local laws. Example: If a student is eligible for Title I and Title III, then Title III cannot be used to take the place of services that the student was already eligible for under Title I; the student would be eligible for both.

## ***Hierarchy of Related Federal Laws and Programs***



## ***State and Local Title I Plans***

### **State Plan:**

*Standards:* The state plan is required to demonstrate that the state has adopted challenging academic standards for all students, including English learners. English learners must be provided equal access in learning and are held to all state academic standards. In order to accomplish this, then the state must also adopt English language development standards to ensure that LEP students acquire English language skills to be successful. Indiana adopted the WIDA English language development standards in 2013. More information can be found at [www.wida.us](http://www.wida.us) and <http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework>. The core EL program required by Lau 1974, Title I, Title III, and any other program that a LEP student qualifies for should coordinate services so that the objectives are aligned to reach the same goal: academic success.

*Yearly Progress:* Equal access to learning the same material is a right for English learners but also a challenge. The same high performance standard is the expectation for all students, so schools need to develop benchmarks and progress monitoring methods to ensure that English learners' progress can be measured.

*Elementary and Secondary Education Act (ESEA) Flexibility Waiver:* In February 2012, Indiana received approval of a waiver offering flexibility regarding some of the requirements of the No Child Left Behind Act (ESEA as reauthorized in 2001) during the U.S. Department of Education's first review cycle of state waiver applications. Indiana's ESEA Flexibility Waiver, which can be found at <http://www.doe.in.gov/esea>, specifically requires the state to:

- Adopt English language development (ELD) standards in order for limited English proficient students to be able to achieve the same challenging academic content standards as all children
- Develop an Annual Measurable Objective (AMO) specifically for limited English proficient students to create benchmarks at which LEP students achieve proficiency on state assessments in English/language arts and mathematics
- Monitor and improve the rate at which English learners participate in college and career readiness coursework, such as Advanced Placement, dual enrollment, or technical courses

*Assessment:* The state plan must include an assessment (ISTEP+) to measure the performance of all children, including English learners. The results of that assessment are then disaggregated to determine if each subgroup, such as LEP students, is meeting benchmarks to demonstrate progress. Limited English proficient students are afforded accommodations in order to "level the playing field" to demonstrate their content area proficiency, according to the students' Individual Learning Plans (ILPs). Additionally, *Castañeda v. Pickard* (1981) requires school districts to develop a research based EL program, support it appropriately, and then evaluate its progress. Title I and Title III



supplement this program in order for students to be successful. The same assessment measures, such as regular literacy progress monitoring, can be used to both determine the success of the EL program and determine whether a student should be eligible for Title I in a targeted-assistance school. School wide Title I programs allow the greatest flexibility as all students are Title I eligible.

*Annual Measurable Achievement Objectives (AMAOs):* Each school district receiving Title III funds is held accountable for its English learners (section 3122(a) to:

AMAO Part 1: Annually increase in the number or percentage of children making progress in learning English

AMAO Part 2: Annually increase in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7)

AMAO Part 3: Meet the Annual Measurable Objective for its limited English proficient subgroup set forth by the Indiana ESEA federal flexibility waiver

#### **Local Education Agency (LEA) Plan:**

*Development:* About 75% of language minority children are disproportionally present in schools with high poverty<sup>2</sup>, which causes many English learners to be eligible for Title I services. The school's Title I service plan should include staff members with a strong foundational knowledge of second language acquisition and the specific issues that English learners face. This requires extensive collaboration and cross training among Title I, EL, and content area staff members. Section 1112 (b)(1)(E)(ii) of ESEA states "the local education agency will coordinate and integrate services provided under this part [Title I] with other educational services at the local educational agency or individual school level, such as services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to *increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.*" This will require collaboration between all services to which an English learner is entitled, such as Title I, core EL program, content area instruction, special education, and so on.

The Title I service plan would recognize the needs of English learners while also recognizing the value that these students bring to the school. Parents of LEP students must be offered the opportunity to meaningfully participate in the program, which will often require the use of bilingual materials and bilingual staff members.

*Design:* If a school expects to provide effective Title I instruction to its English learners, then content area and Title I staff need to be trained in the best practices of teaching English learners and not expect the EL staff alone to be the experts in this area. For example, a school with any size of EL population may wish to hire Title I staff that have

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<sup>2</sup> Hakuta, K. (1998). *Improving education for all children: Meeting the needs of language minority children*. In D. Clark (ed.), *Education and the Development of American Youth*. Washington, DC: The Aspen Institute.

an English learner dual license or extensive EL training in order to provide language development during Title I instruction. Additionally, further guidance in this document will explain how schools can use the Title I program to supplement the core EL program by utilizing bilingual staff members, supplemental EL support, and additional teacher training to improve the academic achievement of English learners.

*RTI Support:* Decisions to place English learners in certain Tier II interventions should be made respective to the LEP students' current English language proficiency level and the progress that is currently occurring within Tier I, which includes the core EL program. Districts should utilize a progress monitoring screener to identify EL students at risk of academic failure by comparing the EL student's performance to other EL students from a similar background and language proficiency. WIDA, which is used by educators to develop English learners' academic language skills via the Indiana adopted WIDA English language development (ELD) standards, provides the following reference resources regarding RTI and English learners:

- WIDA's Response to Instruction & Intervention (RTI) for English Learners: <http://www.wida.us/get.aspx?id=601>
- WIDA's RTI Planning Form: <http://www.wida.us/get.aspx?id=613>
- WIDA's RTI for ELLs Webinar: <http://www.wida.us/get.aspx?id=614>

*All of these resources can be found in WIDA's download library section at <http://www.wida.us/downloadLibrary.aspx>*

**Tier II interventions do not satisfy the Lau 1974 requirements to provide a core EL program and are not considered English language development instruction. Additionally, the core EL program is required to be provided with state and local funds only; Title I commonly funds Tier II interventions and therefore must be additional to the core EL program services to which an English learner is already entitled.** Many English learners simply need more academic language development in order to meaningfully access the same content standards, and Title I can support this work by using Title I instruction to provide additional language instruction. Many interventions are designed to be used with monolingual native English speakers who are struggling to develop literacy and numeracy skills; these interventions are not meant to develop academic language among English learners. When designing Title I instruction for English learners, schools should utilize several quantitative and qualitative data points to determine appropriate Title I supports for an LEP student. Placing an LEP student in an intervention based solely upon progress monitoring data without the context of the student's language proficiency might cause the student to lose out on valuable language development opportunities at the expense of an intervention that will not be effective for the student. The IDOE encourages schools to differentiate their Title I instruction, as the supports may look different depending on the root cause of why the student is at risk of not meeting the state's challenging academic standards. Additionally, the IDOE Office of English Learning and Migrant Education has recorded a six-part webinar series titled *What Every Administrator Should Know about Separating*

*Difference from Disability*, which is hosted by Dr. Catherine Collier. These webinars and the power point can be found at [www.doe.in.gov/elme/english-learner-resources](http://www.doe.in.gov/elme/english-learner-resources)  
For further assistance, please reference the RTI section of the EL Guidebook, located at [www.doe.in.gov/elme](http://www.doe.in.gov/elme)

## Example A: Title I Intervention Schedule

- School utilizes progress monitoring data to determine Title I intervention
- English learners are included in these groups, but the data is not analyzed respective to the students' English proficiency levels to determine if the student needs the intervention or more language development
- Same type of intervention is provided to all students, even though some students are at risk of academic failure due to reading difficulties while others are learning the language
- This type of schedule might not be effective for many English learners since the Title I instruction is not designed to fit the needs of the students

## Example B: Title I Intervention Schedule

- School analyzes the progress monitoring data of students at risk of academic failure to determine which English learners are more proficient (i.e. Level 4) and would benefit from an intervention OR which English learners are at risk due to low language proficiency
- The Title I intervention small groups are differentiated so that some periods of the day are interventions while other periods of the day allow this Title I staff member to provide more language development for English learners, which might include developing vocabulary skills, writing proficiency, reading comprehension etc.
- This type of schedule might be more effective for many English learners since the Title I instruction is designed to fit the needs of the students

### **School Wide Programs:**

*Development:* Schools that employ a school wide Title I program is able to offer the greatest flexibility of service to all their students, including ELs. Title I schools with at least 40% poverty based on Free/Reduced lunch counts are eligible to implement a school wide program. Title I Priority and Focus schools may waive the 40% requirement and be eligible to implement a school wide program. In either case, a year of planning is required in order to develop a comprehensive plan that will support the students' performance at both the school and classroom levels. Title I funded staff members, such as EL paraprofessionals that are supplemental to the core EL program, can then work with any LEP student in the school.

*Components:* A school is successful if it is effective for all groups of students. The same instructional measures that are effective for all students will be beneficial to English learners. However, schools must employ additional measures or emphasis on the specific needs of English learners, such as the WIDA English language development (ELD) standards. The culture of the school must value the presence of English learners and

honor the students' native languages. Oral proficiency and literacy in the first language can be used to facilitate literacy development in English.<sup>3</sup> Schools will utilize a variety of approaches to support its students, including English learners at different levels of English proficiency. The school might utilize a Title I EL teacher for intensive reading support for Levels 1-2 beyond the core EL program where a Title I EL paraprofessional would push-in to the classroom to support joint productive activities in small groups. Parents are a vital component of a successful school, and parents with limited English proficiency must have the same equal opportunity to participate in their children's education and activities. Title I funds can be used to provide effective outreach to inform parents, in an understandable language, regarding core academic achievement, meeting state standards, and attaining English proficiency.

### **Targeted Assistance Schools:**

*Development:* Targeted assistance schools might utilize this method of providing Title I support because it does not have the 40% threshold of low-income families to operate a school wide program or choose to not utilize the school wide model. In a targeted assistance school, all migrant, disabled, and LEP children are eligible for Title I services on the **same measures as any other student**. If the LEP student's current level of English proficiency is at the newcomer or beginner status, then the school might instead assign a proxy score (such as zero) for the LEP student to justify providing Title I services. The student's English language proficiency placement or annual assessment could be used as documentation of placement in the Title I program. A norm-referenced assessment does not have to be used to justify an LEP student's participation in the Title I program, as all LEP students are expected to have the same equal access to the performance standards of all students. Title I services will support an English learner achieving the expected performance outcomes. In addition to the EL students' core EL program required by Lau of 1974, Title I can be used to promote content learning, English language proficiency, and to develop native language literacy. In the case of parent interviews or compact letters, then the Title I interview and information should be shared in a language understandable to the parent, which can be supported via Title I funds.

*Components:* Title I staff provide services for eligible ELs based upon the same measures used to identify any student. The instruction for ELs must be challenging while differentiated based upon the students' English proficiency levels. The curriculum for ELs must be conceptually challenging. Coordination among all staff members, including content area teachers, EL staff, Title I staff, Title III staff, and others is important so that the plan for each student is delivered in an integrated fashion. Teachers should deliver culturally responsive instruction in order to acknowledge the culture of the students and the value that it brings to the school and classroom. All instruction, including Title I support, should incorporate language objectives for an English learner in addition to the

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<sup>3</sup> August, D. and Shanahan, T. (2006). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Center for Applied Linguistics, Lawrence Erlbaum Associates: Mahwah, NJ.

content objective. For instance, a math, social studies, or science lesson is still a great time to learn language and a student often needs specific language skills to be able to demonstrate the content area knowledge. Properly training Title I staff in second language acquisition and providing comprehensible instruction to English learners will help the students reach the same high performance standards as all students. English learners are more effective when learning is authentic and meaningful, which occurs when the instruction is culturally relevant. Native English speaking students are often great models for LEP students; educators that regularly provide interaction opportunities among native English speakers and LEP students through joint productive activities and instructional conversations promote academic success of all their students.

### ***Parent Involvement***

**Activities:** An LEA may only receive a Title I, Part A grant if the LEA implements programs and activities for the involvement of parents assisted via Title I. Additionally, LEAs that receive over \$500,000 must reserve at least 1% of allocated Title I funds for parent involvement activities. The LEA must address barriers to great participation by parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. LEAs would provide, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the home of participating children in the language used in such homes. Communicating in the same native language as the parents, both verbally and in written form, encourages greater participation. If this is not possible, such as a parent who speaks Xhosa and no staff or community member can interpret, then the school should provide information in English that avoids jargon and language that is not understandable to non-native speakers of English. This similar method might be helpful for all parents, even native English speakers, as educational terms are not sometimes easily understood. Parents with limited English proficiency need to be included; these parents might serve on school improvement or curriculum teams to ensure that the needs of their students are addressed within the school's plan. **Strategies:** LEAs might use Title I funds to hire bilingual parent liaisons to increase parental involvement of all parents, especially parents with limited English proficiency. Schools could create parent resource rooms where parents can feel welcome and access information to help support their children's education. Family literacy programs could be offered to help parents understand the academic instruction provided by the school; schools could use Title I funds to provide literacy materials in English or the native language of the students. Native language materials will allow the students to continue building their native literacy skills, which is a great predictor of success in English for ELs, while developing content area knowledge in an understandable language.

### ***Professional Development***

**Activities:** Targeted and sustained professional development is key for all teachers, especially those who work with culturally and linguistically diverse populations. Title I funds can support professional development in Title I schools to develop any teacher's

knowledge of second language acquisition, strategies to support comprehensible input for ELs, cultural competency, and other activities to enable all children to meet the state's student performance standards.

### ***Use of Title I Funds for English Learners***

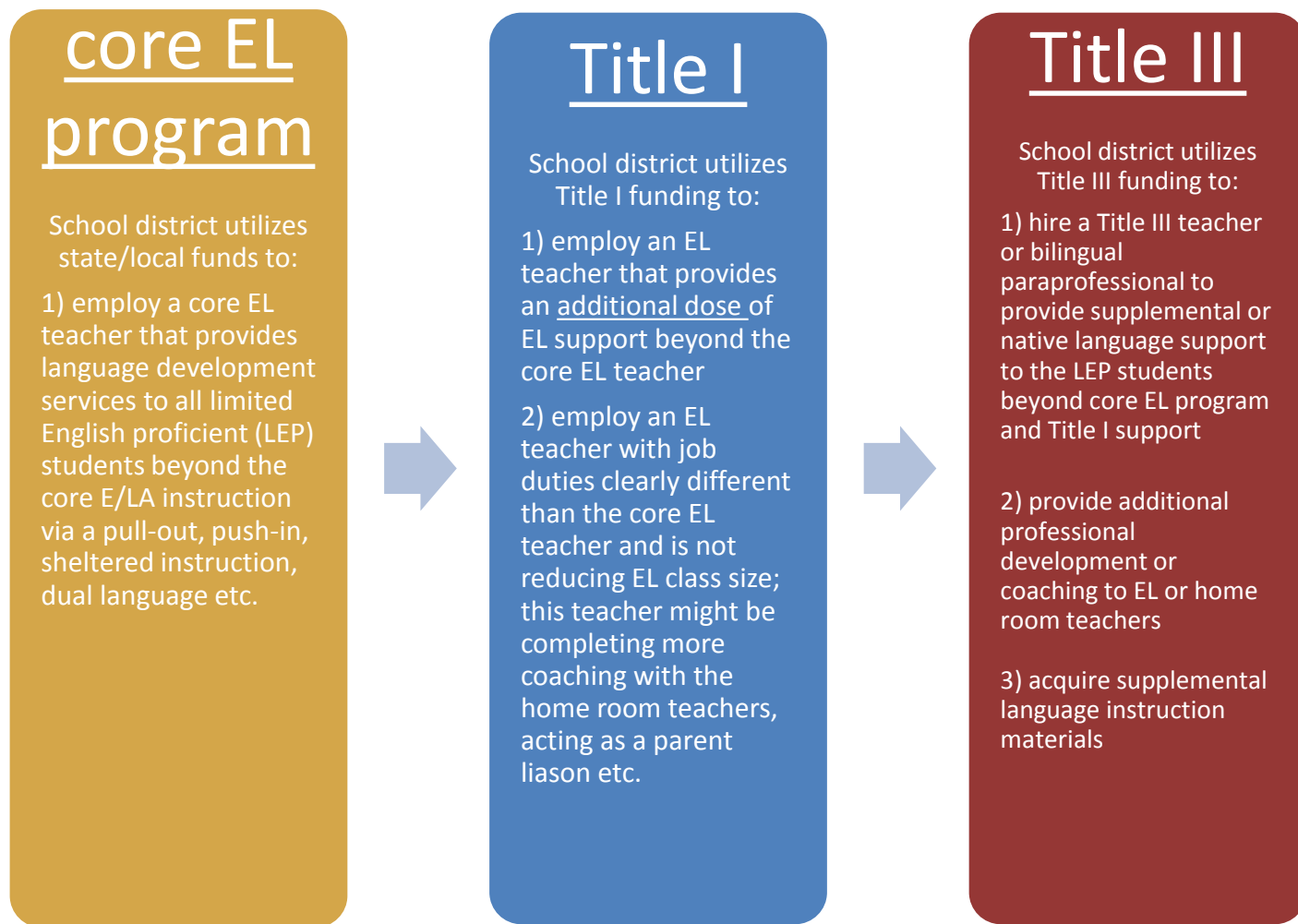
*Activities:* Title I, Part A funds are expended at the LEA level to meet the needs identified in the comprehensive needs assessment process. In a school wide Title I program, the funds are used to improve student performance and upgrade the entire educational program of the school. In a targeted assistance school, the funds are used only to meet the needs of children identified as being in the greatest need of services. Suggested activities for ELs eligible for Title I and their families, identified via the comprehensive needs assessment, and meet the provisions of supplement not supplant include:

- i. Extended day programs, such as tutoring, summer school, or intersessions
- ii. Language instruction program (as defined by Part C of Title III of ESEA)
- iii. Supplemental, research-based E/LA, math, science, social studies, or foreign language instruction (which includes the students' native languages)
- iv. Supplemental instruction materials and technology to help ELs meet grade-appropriate state standards and address language needs
- v. Parent involvement, including addressing barriers to greater participation by parents with limited English proficiency, such as family literacy programs that focus on the development of English literacy, English language, and parent-child reading activities for ELL students
- vi. Supplemental Title I-EL personnel; see pages 13-15 for guidance and specific scenarios to avoid supplanting of core EL programs

## Intersection of Personnel Supports

In order to determine how Title I and Title III funds can be used to support English learners, a school district must first develop and clearly state its core EL program (required by Lau 1974, Castaneda 1981). Please note that the following scenarios are *examples* and the scenario is dependent on how each step (core EL program, Title I, and Title III) is fulfilled. If a school district has questions about the eligibility of federal funds for certain activities or personnel, please contact the appropriate IDOE Title I or Title III office.

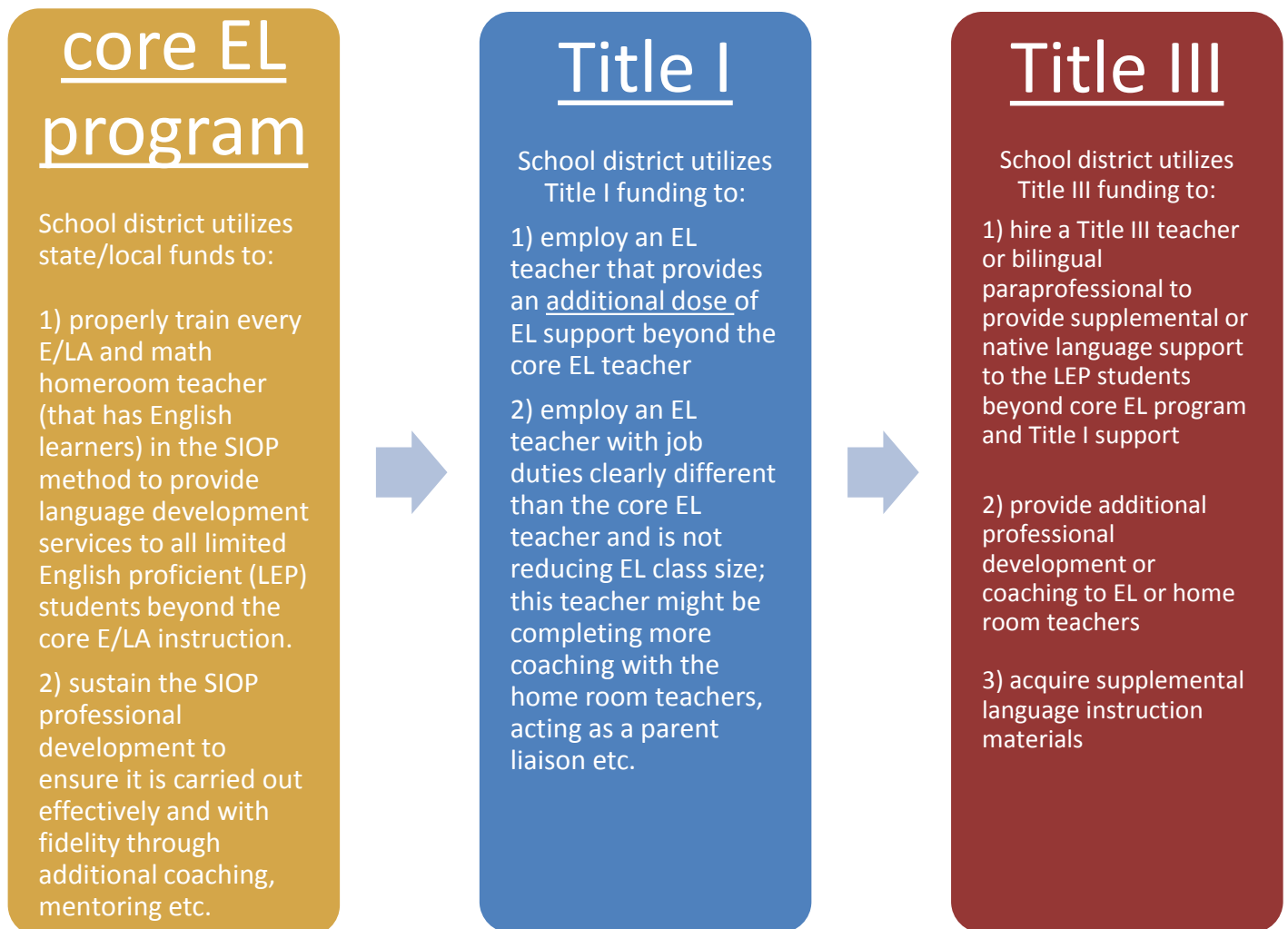
Sample A: Hire a supplemental EL teacher with Title I funds. (In a school wide Title I school, the Title I staff can work with any student. In a targeted assistance Title I school, the Title I staff can only work with identified students eligible for Title I.)



**Key Supplanting Guidance:** The Title I or III funded teacher must have a job description that is clearly supplemental to the core EL teacher position. The Title funded teacher would not be able to administer English proficiency assessments, ISTEP, IREAD, ECA etc. since these must occur in the absence of federal funds; or school district could split fund this teacher with state/local funds for time/effort to complete testing.



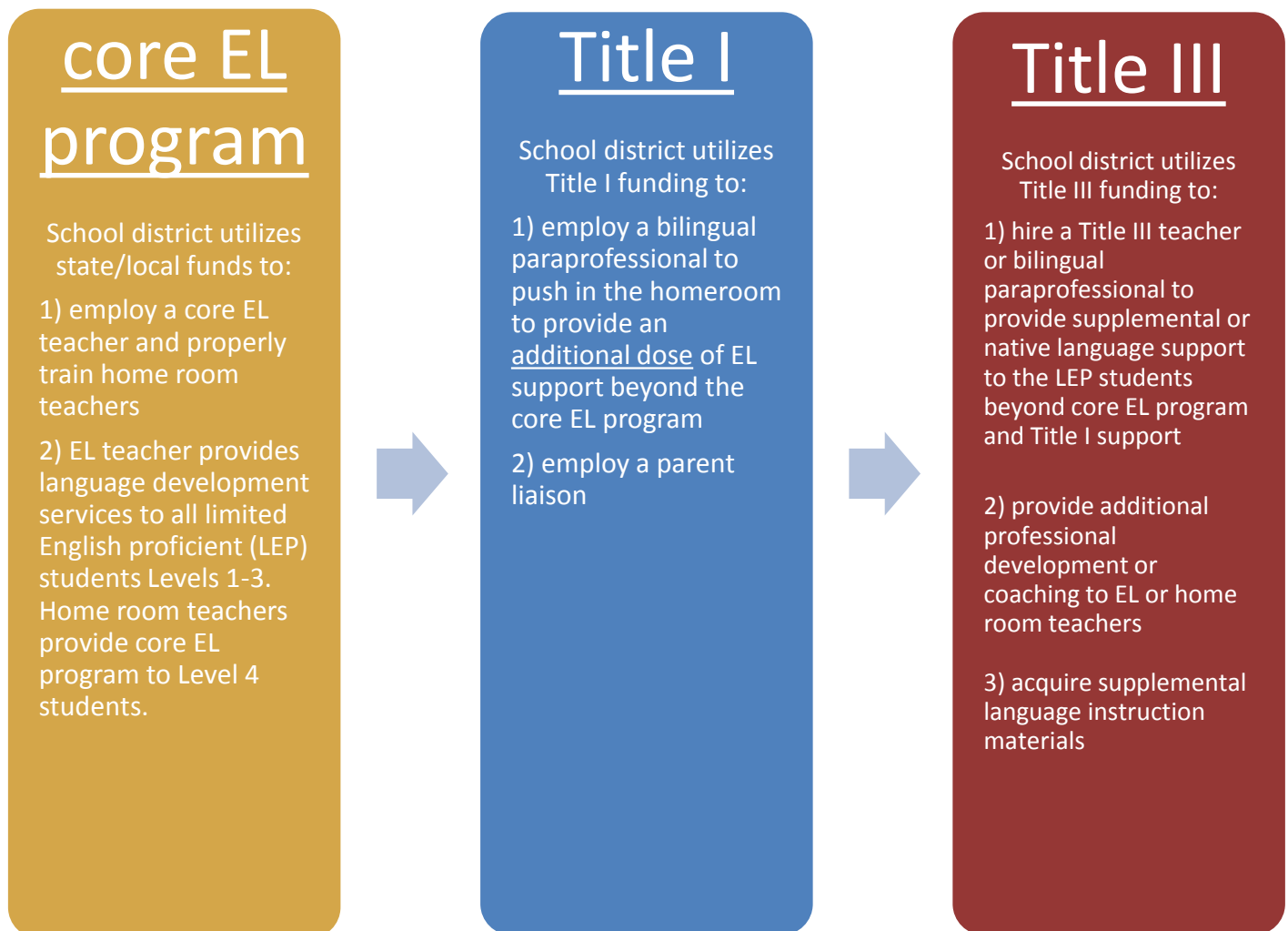
Sample B: Hire a supplemental EL teacher with Title I funds. (In a school wide Title I school, the Title I staff can work with any student. In a targeted assistance Title I school, the Title I staff can only work with identified students eligible for Title I.)



**Key Supplanting Guidance:** The school district must be able to clearly demonstrate that each home room teacher delivering the core EL program for an LEP student has been properly trained and implements the LEP student's ILP daily in order for the EL teacher to be supplemental. The Title I or III funded teacher would not be able to administer English proficiency assessments, ISTEP, IREAD, ECA etc. since these must occur in the absence of federal funds; or school district could split fund this teacher with state/local funds for time/effort to complete testing.



Sample C: Hire a supplemental EL paraprofessional with Title I funds. (In a school wide Title I school, the Title I staff can work with any student. In a targeted assistance Title I school, the Title I staff can only work with identified students eligible for Title I.)



**Key Supplanting Guidance:** The EL paraprofessional alone cannot satisfy the core EL program requirements. The Title I or III funded paraprofessional would not be able to assist with the administration of English proficiency assessments, ISTEP, IREAD, ECA etc. since these must occur in the absence of federal funds; or school district could split fund this staff member with state/local funds for time/effort to assist with the testing. Federally funded staff may only translate or interpret for activities related to the specific program (i.e. Title I) and cannot translate or interpret for regular school communication or activities required by other state, local, or federal laws. See [here](#) for more information.

## Parental Involvement

### Each Title I School Must:

- Develop a Parent Involvement Policy
- Create a Home/School Compact
- Hold an Annual Title I Meeting
- Build capacity for parental involvement

### Each Title I LEA Must:

- Develop an LEA Parental Involvement Policy
- Set aside at least 1% of the total Title I funds when the LEA receives \$500,000 or more.
- Parents are included in the annual review of the parental involvement policy and compact at each school.
- Title I funds may be used to develop or support effective parental involvement programs for Title I Families, such as:
  - Literacy nights
  - Parent Workshops
  - Parent Resource Center
  - Math Nights
  - Wrap-around Services
- NCLB requires that a Parents' Right to Know letter be mailed to all parents in a Title I School early in the school year (no later than three months after the start of the year). The mailing receipt is kept as evidence of distribution.
- A second letter must go home if a child will be taught for four or more consecutive weeks by someone who is not highly qualified.

### Annual Title I Parent Meeting Requirements:

- Each school served under Title I, Part A must convene an annual meeting, at a time convenient for parents to inform them of their schools' participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs. In order to keep parents informed, schools must invite to this meeting all parents of children participating in Title I, Part A programs and encourage them to attend.
- Schools must offer a flexible number of additional parental involvement meetings, such as in the morning and evening so that as many parents as possible are able to attend. *[Section 1118(c)(1) and (2), ESEA]*
- Acceptable documentation of Annual Title I Parent Meeting:
  - Any copies of the meeting announcements (school newsletters, invitations, letters mailed or sent home with students)
  - Dates and times when meetings are held
  - Agendas or minutes from the meeting
  - Sign in sheets of attendees
  - Copy of Power Point presentation (if applicable)
  - Photographs taken during the event
  - Copy of any handouts provided at meeting
  - Other evidence that meeting was held and parents attended

#### LEA Parent Involvement Policy Requirements:

- Involve parents in the joint development of the plan and the process of school review and improvement
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
- Build the schools' and parents' capacity for strong parental involvement by:
  - Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - Providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement
  - Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
  - Ensure that information related to school and parent programs, meetings, and other activities, such as parent resource centers, which encourage and support parents in more fully participating in the education of their children, to the extent practicable, is in a language that parents can understand
  - Other reasonable support for parental involvement activities under section 1118 as parents may request
- Coordinate and integrate parental involvement strategies under Title I with strategies under other programs such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies
- Involve parents in the activities of the schools served under Title I

#### School Parent Involvement Policy Requirements:

- Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirement of such and the right of the parents to be involved
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy

- Provide parents with:
  - Timely information about Title I programs
  - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible
- Build the schools' and parents' capacity for strong parental involvement by:
  - Providing assistance to parents of children served as appropriate, in understanding such topics as the State's academic content standards and student academic achievement standards, and how to monitor a child's progress and work with educators to improve the achievement of their children
  - Providing materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parental involvement
  - Coordinating and integrating parent involvement programs and activities with Head Start, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, etc., conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
  - Educate educators with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
  - Ensure that information related to school and parent programs, meetings, and other activities, are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
  - Other reasonable support for parental involvement activities under section 1118 as parents may request
- Includes a School-Parent Compact
- (SWP schools) If the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA

#### School-Parent Compact Requirements:

- Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards
- Describes the ways in which each parent will be responsible for:
  - a. Supporting their children's learning, such as monitoring attendance, homework completion, and television watching
  - b. Volunteering in their child's classroom; and participating as appropriate
  - c. Decisions relating to the education of their children and positive use of extracurricular time
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- a.** Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
- b.** Frequent reports to parents on their children's progress
- c.** Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities

Resource: Indiana Partnerships Center: <http://fscp.org/>

Sample documents can be found on the IDOE Title I Website: <http://www.doe.in.gov/titlei/resources-%E2%80%93pd-ppts-guidance-swp-tas-parent-involvement-etc>

## Nonpublic School Equitable Services and Consultation

### Non-public School Reminders:

- Funds generated from “off the top” reservations may be split among more than one participating school
- Consultation forms must be submitted for all schools identified within district, even if services are declined
- Consultation may be required for schools outside district if students are attending
- Only not-for-profit non-public schools need to be consulted
  - Section 9101(18) of ESEA, which applies to Title I, defines an elementary school to mean a “nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.” Similarly, section 9101(38) defines a secondary school to mean a “nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.”

### Equitable Services Requirements:

Under Title I of No Child Left Behind, and Section 1120 of ESEA requires Local Education Agencies (LEAs) participating in Title I Services to provide eligible private school students, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families.

- An LEA must only use Title I funds to meet the needs of the Title I participants. Consequently ....
  - An LEA cannot use any Title I funds to meet the needs of the private school or the general needs of the private school children.
  - Private schools cannot have school-wide programs.
  - No funds can go directly to private schools.
- In order to meet Equitable Services requirements an LEA must –
  - Provide eligible private school children with an opportunity to participate;
  - Meet the equal expenditure requirements for instruction, professional development, and parent involvement;
  - Assess student needs and the effectiveness of the Title I program; and
  - Begin Title I programs in private schools at the same time as the Title I programs for public school children.
- The LEA is responsible for designing and implementing Title I programs for its resident children who attend private schools, even those attending private schools located in other LEAs.
- Private school officials have no authority to make any decision.
- The LEA is required to develop and implement Title I programs that meet the needs of the Title I participants and the LEA cannot delegate this responsibility to private school officials.
- Private school officials do not develop plans or make budget decisions – this is an LEA responsibility.
- Funds generated by low-income private school children who reside in Title I attendance areas must be used only for instructional services.

**Supplement NOT Supplant:**

Title I services must be in addition to and cannot replace or supplant services that would be provided by private schools to their private school participants.

- Questions to Ask:
  - What classes are children missing when they receive Title I services?
  - What materials including books do children use when they receive Title I services? Are these materials provided to non-Title I students?
  - How are Title I services supplemental?

**LEA and Private School Consultation:**

Section 1120 of ESEA requires that the LEA consult with private school officials. Consultation involves discussions between public and private school officials on key issues that affect the ability of eligible private school children to participate equitably in Title I programs.

- Consultation requirements include:
  - Timely (before decisions are made) and meaningful (not a unilateral offer without opportunity for discussion) conversations between the LEA and private school.
  - Discussions that occur during the design, development, and implementation of the Title I programs.
  - Face to face meetings
  - Dialogue prior to the LEA making any decisions.
- Topics to address during consultation must include:
  - How the LEA will identify the needs of eligible children;
  - What services the LEA will offer;
  - How and when the LEA will make decisions;
  - How, where, and by whom the LEA will provide services;
  - What the size and scope of services will be;
  - How the LEA will assess the Title I program and use the results to improve Title I services;
- Additional topics addressed during consultation could include:
  - The size and scope of the equitable services and the proportion of funds the LEA will allocate for services;
  - Method or sources of data the LEA will use to determine the number of low-income students;
  - Services the LEA will provide to teachers and families of participating children;
  - Discussion of service delivery mechanism the LEA can use;
  - A thorough consideration and analysis of the views of private school officials services through a contract with third-party provider.
- Should a non-public school you are to consult with be closed or for-profit:
  - Provide documentation that consultation was attempted but the school is no longer open;
  - Provide documentation of the school's for-profit status.

**Selection of children to be served through Title I Services:**

Private school children who reside in Title I participating public school attendance areas AND are failing or most at risk of failing to meet student academic achievement standards should receive Title I Services.

**Guidelines:**

- Homeless, 2 preceding years in Head Start, Even Start, Early Reading First, Title I Preschool, Title I, Part C (Migrant Education).
- Grades PreK–2 – selected solely on the basis of teacher judgment, interviews with parents, developmentally-appropriate criteria.
- Grades 3 and above – selected using multiple selection criteria.
- Poverty is NOT a criterion!

**Service Provider Requirements:**

- The provider of Title I services must be either an employee of the LEA OR an employee of a third party under contract with the LEA.
- Private school teachers may be employed by both the private school and the LEA; however, they must be independent of the private school during the time they are employed by the LEA to provide Title I services.
- LEA teachers providing Title I services must meet Highly Qualified Teacher (HQT) requirements.
- Paraprofessionals must meet the paraprofessional qualification requirements, provide instructional support, and be under the direct supervision of and in close and frequent proximity to a HQT public school teacher.
- Private school officials may not sign time and effort records.
- Private school officials cannot establish requirements for LEA employed teachers.

**Types of Services Provided to Title I Students:**

- Direct instruction outside the regular classroom = pull out model
- Tutoring
- After or before school programs
- Saturday programs
- Summer school
- Counseling
- Computer assisted instruction (CAI)

**Working Together to Maintain Control:**

- Title I funds may only be used to meet the needs of participating children.
- Non-Title I private school children may not use materials purchased with Title I funds.
- The LEA must retain title to all materials purchased with Title I funds.
- All materials, etc., purchased with Title I funds must be labeled “Property of... School District” and placed in a secured location when not in use.
- Private school officials have no authority to obligate Federal funds.



**Evaluation:**

- After consultation, LEA establishes the assessment it will use to measure the effectiveness against the agreed upon standards.
- May use the State assessment or another assessment that is aligned to the agreed upon standards, such as the assessment used in the private school.
- All participants are assessed annually, including children receiving nonacademic services.
- Every year, the LEA, after consulting with private school officials, must determine what constitutes acceptable annual progress for the Title I program.
- This decision must be made before Title I services begin.
- It's not enough to just assess participants – the LEA must determine the effectiveness of the total program in raising academic achievement.

**School Website Database (to search for nonpublic schools):**

<http://mustang.doe.in.gov/dg/schools/welcome.html>

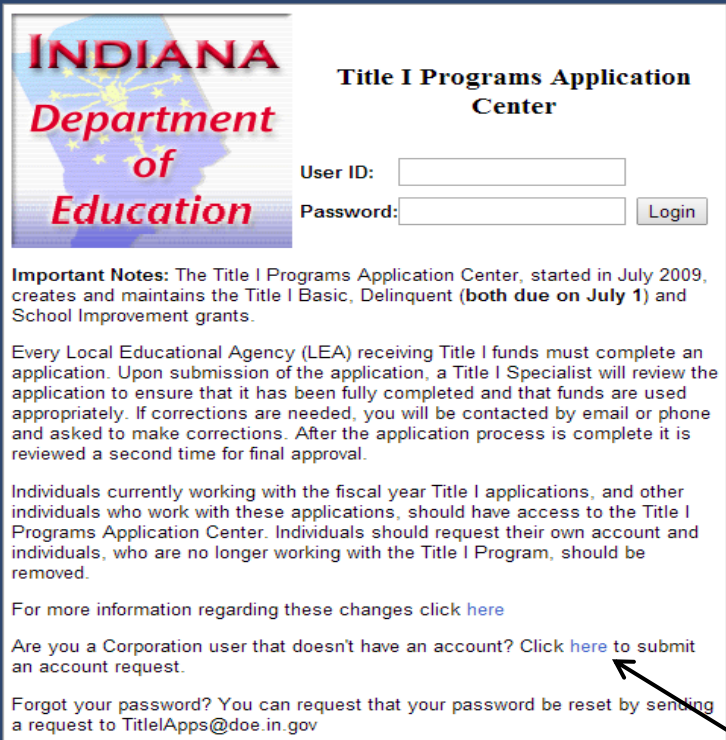
Additional documents related to Non-public school consultation can be found on the IDOE Title I Website: <http://www.doe.in.gov/titlei/resources-%E2%80%93pd-ppts-guidance-swp-tas-parent-involvement-etc>

## Title I – Part A Application Information

Title I Application is an online application, which can be found here:

<https://dc.doe.in.gov/doesonline/Login.aspx>

Please read through the information on the **application log in** screen as it contains information about the application center. You will need a log-in and password in order to access the grant. If you do not have a log-in and password, you will need to select the blue “here” button at which point you will be directed to another page to provide some basic information. It is recommended your corporation have a separate log-in for the program administrator, superintendent, treasurer, and anyone who is involved with the Title I application. Log-ins and passwords should not be “passed on” to new employees. Rather, each new employee who will be working on the Title I grant should register for their own log in and password.



**INDIANA**  
*Department of Education*

**Title I Programs Application Center**

User ID:

Password:

**Important Notes:** The Title I Programs Application Center, started in July 2009, creates and maintains the Title I Basic, Delinquent (**both due on July 1**) and School Improvement grants.

Every Local Educational Agency (LEA) receiving Title I funds must complete an application. Upon submission of the application, a Title I Specialist will review the application to ensure that it has been fully completed and that funds are used appropriately. If corrections are needed, you will be contacted by email or phone and asked to make corrections. After the application process is complete it is reviewed a second time for final approval.

Individuals currently working with the fiscal year Title I applications, and other individuals who work with these applications, should have access to the Title I Programs Application Center. Individuals should request their own account and individuals, who are no longer working with the Title I Program, should be removed.

For more information regarding these changes click [here](#)

Are you a Corporation user that doesn't have an account? Click [here](#) to submit an account request.

Forgot your password? You can request that your password be reset by sending a request to [TitleIApps@doe.in.gov](mailto:TitleIApps@doe.in.gov)

Click “here” and you will be taken to another page to complete some basic information.

Once you have accessed **your districts grant**, you can find the name of your Title I, A grant specialist located near the top of each screen.

	Current Budget	Minimum to Expend	Percentage
Current Allocation:	\$5,372,844.31	\$4,566,917.66	85.00%
Maintenance of Effort:	\$0.00	\$0.00	100%
Transferred Funds:	\$0.00	\$0.00	100%
Unrequested:	\$0.00	\$0.00	100%
Unexpended:	\$0.00	\$0.00	100%
Unsent:	\$934,722.36	\$934,722.36	100%
Reallocated Funds:	\$0.00	\$0.00	100%
Total Available:	<b>\$6,307,566.67</b>	\$5,501,640.02	
Total Approved:	<b>\$6,307,566.67</b>		

The first page of the application is the **welcome page**. The welcome page contains information to help you navigate through the application center. We have added a Title I Due Dates calendar section.

On the **district information page** you may claim indirect cost on Title I funds. We have added two new questions for the 2014-2015 application year. Questions 5 and 6 pertain to your districts migrant and EL populations. We have also added a link to the consultation form to be used while providing timely and meaningful consultation to all non-public schools in your district. You will find the link to this form under the list of non-public schools. Title I applications submitted without a signed consultation form will be returned. If you have any questions regarding the information on this page, please feel free to reach out to your grant specialist.

Districts may claim an Indirect Cost on Title I funds

Question #5 and #6 are NEW for 2014-2015

Consultation Form Link

The **application summary page** will show your current allocation. Your carryover will be added after all final expenditure reports have been submitted and reviewed. It is typically late fall or early winter before you can access your carryover through an amendment. Your grant must be written to account for at least 85% of your current allocation and 100% of any carryover funds. The attachment and messages tabs are used to add additional documentation and information to your grant. The approval letter can be accessed from this page as well.

## Application Summary

Summary Attachments Messages

### Funding Information

Currently, you have been allocated \$1,451,993.83 dollars by the United States Department of Education. The Indiana Title I Expenditure monitoring system indicates that after last year's allocation, you will carry a total of \$0.00 dollars to the current distribution. These amounts reflect your corporation's **PLANNING** allocation. To update this information, click [Here](#) . If entering transfer funds, you must click save or move to the next section.

	Current Budget	Minimum to Expend	Percentage
Current Allocation:	\$1,451,993.83	\$1,234,194.76	85.00%
Maintenance of Effort:	\$0.00	\$0.00	100%
Transferred Funds:	<input type="text" value="\$0.00"/>	\$0.00	100%
Unrequested:	\$0.00	\$0.00	100%
Unexpended:	\$0.00	\$0.00	100%
Unsent:	\$0.00	\$0.00	100%
Reallocated Funds:	\$0.00	\$0.00	100%
Total Available:	<b>\$1,451,993.83</b>	\$1,234,194.76	
Total Approved:	<b>Not Yet Approved</b>		

You can choose to allocate dollars off the top for **District Wide Set-Asides**. By allocating dollars off the top, you are taking a portion of funding to be used for district wide initiatives. You would reserve funds for these activities on the district wide set asides page. If you choose to allocate funds off the top, there is potential a non-public equitable share will be generated. Choice Related transportation or district selected supplemental education services are no longer required under Indiana's ESEA Flexibility waiver. If your allocation exceeds \$500,000, there is a mandatory 1% minimum set aside for parent involvement. Parent Involvement is the only mandatory set aside.

PDF						Close
<b>District Wide Set-Asides</b>						
Your district has any mandatory Set-Asides please reserve the amount on this page.						
Set-Asides						
Before allocating Title I funds to participating public school attendance areas, a district must reserve a portion of its Title I allocation "off-the-top," as needed, for specific purposes. Instructions: This form should assist in calculating administrative set-asides that must be deducted from the total allocation prior to determining which schools will be served and how much they will receive.						
Description	Mandatory Amount	District Reservation	Carryover	Non-Public Equitable Share <a href="#">What is this?</a>	Total	Explanation (If Reserved < Mandatory)
<b>Choice-Related Transportation or District Selected Supplemental Educational Services</b> Funds reserved here may be used to continue offering Choice transportation to students until students have completed the highest grade level in the Choice school. Funds may also be reserved for Supplemental Education Services (SES), if the district opts to continue services. An LEA that has Focus and or Priority schools may also reserve funds for SES as an intervention option.	0.00	0.00		0.00	0.00	We will be utilizing the federal flexibility waiver and using our SES monies to fund a preschool to help students close the achievement gap.
<b>Teacher Qualifications</b> Unless a lesser amount is needed, all LEAs must dedicate at least 5 percent of their Title I funds to ensuring that teachers are highly qualified.	0.00	0.00		0.00	0.00	
<b>Parental Involvement</b> LEAs receiving at least \$500,000 in Title I funds are required to set aside at least 1 percent of their allocation for parental involvement (with 95% used at the school level).	14,519.84	14,700.00	0.00	304.01	15,004.01	We allocate our dollars on the individual school pages.

If you have budgeted for **district administrative expenses**, you will need to complete the applicable staffing and budget pages. For example, you would budget for your program administrator here. If you have questions about budgeting on the district administrative expenses page, please contact your grant specialist.

**District Administrative Expenses**

Allocation for this Administrative Expenses: **\$92,500.00** Pay Differential: ☐ Salaries ☐ Fixed Charges


Allocation for District Wide Professional Development: **\$0.00**

Please list any district level expenses on this budget page and explain funds spent in the area at the bottom of the page.

**Staffing** | **Budget**

If any staff are being budgeted on the Administrative Expenses page please add the staff/position on this page.

**Current Positions**

	Staff Position	Cert/Non-Cert	FTE	Stipend?	Split Funded?	Description
	Program Administrator	Certified	0.80	No	Yes	Coordinate Title I programs, submit reports, communicate with parents, staff, administration, and the state. Monitor and administer Part A, Part D of Title I, along with working with non-public entity.

**Add New Position**

Position:  Split Funded:  No

FTE: ☐ Stipend: ☐


Certified: ☒ Non-Certified: ☐

FTE Value:

Description:

**Using 0 of 500 characters**

Note: To add this position, you must click "add position" icon. The next section button does not add staff.

 Add Position

Any staff position that will provide administration or supervision to all Title I-served schools should be included here.

Depending on how and where you have allocated funds, you will need to provide an explanation in the boxes located under the budget. For example, if you have budgeted for administrative supplies you must provide an explanation for the type of supplies you plan to purchase in the Supplies box located under the budget.

**District Administrative Expenses**

Allocation for this Administrative Expenses: **\$92,500.00** Pay Differential: ☐ Salaries ☐ Fixed Charges

Allocation for District Wide Professional Development: **\$0.00**

Please list any district level expenses on this budget page and explain funds spent in the area at the bottom of the page.

**Staffing** | **Budget**

Acct	Expenditure Account	110 Salary Cert	120 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-699 General Supplies	710-748 Property	910 Transfer	Total
11000	Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
17900	Non-Public Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
20000	Support Services - Student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
22100	Improvement of Instruction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
22900	Other Support Services-Admin for Title I program	69,000.00	0.00	22,000.00	0.00	0.00	0.00	1,000.00	500.00	0.00	0.00	\$92,500.00
25191	Refund of Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
26400	Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
27000	Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
60100	Transfers (Choice Transport)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
	Sub-Total	\$69,000.00	\$0.00	\$22,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$500.00	\$0.00	\$0.00	\$92,500.00

Please provide an explanation as to how you will use the funds that have been allocated on the budget.

**Supplies** **Property: Technology**

**Using 42 of 400 characters** **Using 0 of 400 characters**

Supplies needed for Title I administration

Complete budget as appropriate.

If you are allocating funds for any **district wide instructional programs**, such as preschool, extended day kindergarten, before and after school, intercession, or summer school, you will need to complete the applicable pages. If you are budgeting for salaries to staff these programs, please remember to include those positions on the staffing tab. Please be sure to review the [Early Learning Website](#) for preschool/kindergarten guidance, as well as the preschool section of the [Title I Website](#).

The **eligible schools summary page** is where you will rank and serve your schools. The program administrator must place schools in order of poverty from highest to lowest. PPE's, per pupil expenditure, must also be in rank order, from highest to lowest. You can use the green arrows in order to move schools up and down based on how you qualified served schools. The process of ranking and serving assures that schools are served in order of need. The rules are technical and complex. Poverty data is based on the reported free and reduced lunch data from the October RT report. All public schools will appear in order of poverty, highest to lowest. Data for nonpublic schools will have to be entered manually. The equitable share for instruction is automatically calculated for nonpublic schools on this page.

A method to qualify must be identified on the Eligible School Summary page, using the drop down box of options. Funds reserved for parental involvement can be added to the school allocation, but are not calculated as part of the PPE. Funds can be allocated by entering a PPE or a PPE can be calculated by entering a school allocation. Entering a school allocation will unlock the next set of application pages. If you have questions regarding the ranking and serving of your Title I served schools, please contact your Title I grant specialist.

Eligible Schools Summary

This page displays all of the schools in the district sorted by poverty. Please fill in the PPE and the amount of parental involvement funds to be used at this school if applicable.

Eligible Schools

Minimum PPE: 

NIA

[What is this?](#)

Determine school allocations by:

☒ PPE

☐ School Allocation

Recalculate

Status Code	Move	Schl #	School Name	Enrolled			Poverty			Percent Poverty	Method to Qualify	PPE	Public School Allocation	Parent Involvement <a href="#">What is this?</a>	School Total	Nonpublic Allocation	
				Grade Span	Pub	N-Pub	Total	Pub	N-Pub								Total
6 ▼	▶	4455		KG-05	379	7	386	363	0	369	95.00%	75% ▼	775.00	281,325.00	3400	\$284,725.00	\$4,650.00
6 ▼	▶	4455		PK-05	587	45	633	556	31	587	92.73%	75% ▼	625.00	347,500.00	3400	\$350,900.00	\$19,375.00
6 ▼	▶	4451		PK-05	441	21	462	416	18	434	93.94%	75% ▼	750.00	312,000.00	3400	\$315,400.00	\$13,500.00
6 ▼	▶	4447		KG-05	283	14	307	276	12	288	93.81%	75% ▼	750.00	207,000.00	3400	\$210,400.00	\$9,000.00
6 ▼	▶	4425		05-08	727	59	786	671	45	716	91.09%	75% ▼	625.00	419,375.00	3400	\$422,775.00	\$28,125.00
6 ▼	▶	4479		PK-05	378	20	398	348	17	365	91.71%	75% ▼	625.00	217,500.00	3400	\$220,900.00	\$10,625.00
6 ▼	▶	4483		PK-05	593	103	696	538	54	592	86.49%	75% ▼	580.00	312,040.00	3400	\$315,440.00	\$37,120.00
6 ▼	▶	4484		PK-05	244	35	280	227	27	254	90.48%	75% ▼	580.00	285,350.00	3400	\$288,750.00	\$15,000.00
6 ▼	▶	4415		05-12	780	18	798	656	16	672	85.46%	75% ▼	500.00	333,000.00	3400	\$336,400.00	\$8,000.00
6 ▼	▶	4411		05-12	1474	106	1580	1221	56	1277	85.82%	75% ▼	400.00	488,400.00	3400	\$491,800.00	\$22,400.00
6 ▼	▶	4459		KG-05	295	18	313	244	13	257	82.11%	75% ▼	400.00	97,600.00	3400	\$101,000.00	\$5,200.00
6 ▼	▶	4489		KG-05	548	28	574	448	19	467	81.36%	75% ▼	400.00	179,200.00	3400	\$182,600.00	\$7,600.00
6 ▼	▶	4451		KG-05	305	102	407	247	39	286	70.27%	75% ▼	0.00	0.00	0	\$0.00	\$0.00
6 ▼	▶	4449		KG-05	589	34	623	474	15	489	78.49%	75% ▼	300.00	142,200.00	3400	\$145,600.00	\$4,500.00
6 ▼	▶	4422		PK-05	267	15	282	233	9	242	79.38%	75% ▼	300.00	135,900.00	3400	\$139,300.00	\$2,700.00
6 ▼	▶	4453		PK-05	532	28	560	422	17	439	78.39%	75% ▼	300.00	126,000.00	3400	\$130,000.00	\$5,100.00
6 ▼	▶	4413		05-12	1518	51	1569	1192	32	1224	78.01%	75% ▼	300.00	357,600.00	3400	\$361,000.00	\$9,600.00

As you complete each **school's grant pages**, remember to identify your Title I programming by selecting reading/ language arts and/or math and include the grades you serve. For example, you may be a K-5 building, but Title I services are only provided to K-2. In that case, you would include K-2 in the grade span box. You will also need to identify if you are a targeted assistance or schoolwide building. Schools planning for schoolwide status must first submit documentation to the State that the school has a schoolwide plan that includes the required schoolwide components. Schools must follow SWP approval process before the school can operate schoolwide programs. If you need clarification regarding your school's status, please contact your Title I grant specialist.

Public School Information

School Details

Current School:  School

School Number: 1829

Reading/Lang. Arts ☒ Grade Span: K-5

School Allocation: \$185,100.00

Mathematics ☒ Grade Span: K-5

Status: ☐ TAS ☒ SWP

School Programs

Extended Programs

Program Staffing

Budget

Professional Development

Attachments

Describe School Programs

Describe your Title I TAS or SWP program in detail, including how this is "in addition to" (not in place of) regular instruction:

Currently using 1687 of 2000 characters

The goal at  the Title One staff is utilized to support the students learning needs and find the deficits of the academic achievement. Title 1 instructors work in all grade levels providing support that is in the form of small group and individual help as needed to close learning gaps. The teachers, Certified Interventionist, and Principal support the Title staff to ensure that time is well utilized and that student data is driving the needs and instruction.

Each classroom receives support daily of the Title 1 instructors during the small group reading block to teach small group literacy lessons that integrate phonemic awareness, phonics, reading comprehension, vocabulary, and fluency. The TAP student strategy is also integrated during this time to support the whole group instruction. BURST intervention is utilized by one of our Title 1 instructors to focus on needs of students who are underperforming on mCLASS.

Title 1 supports the two {Success} periods of learning at . The student data results determine needs of students based on a 3 week assessment of skills that are taught. Each student will be part of a daily success group during an uninterrupted time that is aimed to enhance and reinforce the skills that are taught in the curriculum, Title 1 Instructors lead a small group during these two times each day.

The **Non-public School Distribution** page will help organize available funding for eligible non-public school students. The funds are generated by low-income non-public students that reside in Title I served public school attendance areas. The district, in consultation with the non-public school officials, has the discretion in how to distribute the equitable share of Title I funds for non-public school students. First, select which of the three options for distributing funding will be used, the most common being the school by school method.

Non-Public School Distribution

On this page you will chose to either pool funds or use them on a school by school basis. You will also see the breakdown of total allocation funds, Administrative Set-Asides, Parental Involvement Set-Asides, and Profess Set-Asides.

Allocation Options

The LEA, in consultation with non-public school officials, has discretion in how to distribute the allocation for non-public school students. Section 200.64 explains that the LEA and non-public school officials decide on one, or a combination of, the following options

- **Option 1: School-by-School**
  - Funds are used to serve eligible students who attend the non-public school. This would be like a per pupil amount that includes equitable share and PPE
- **Option 2: Pooling Funds**
  - Combine (pool) funds allocated for all eligible non-public schools to provide services to eligible students who reside in participating public school attendance areas and attend any non-public school.
- **Option 3: Combination**
  - Funds from multiple sources can be distributed differently.

Would you like to pool non-public funds or treat them on a school-by-school basis?

☒ School-by-School ☐ Pool Funds ☐ Combination

**A. Summary of amounts**  
These generated by low-income non-public students residing in the participating public school attendance area as well as the proportionate amounts of funds generated from applicable district level administrative set-asides.

On the second half of the page, you'll find that the **Summary of Amounts for Non-public School Distribution** is pre-populated and identifies the amount of funding that is available based on the equitable share generated by the funds that the LEA budgeted for instruction, parent involvement, and professional development. If the LEA did not budget funds for district wide parent involvement, professional development, or extended time activities, no funds are generated for the nonpublic school students and teachers in these areas.

**A. Summary of amounts**  
 These generated by low-income non-public students residing in the participating public school attendance area as well as the proportionate amounts of funds generated from applicable district level administrative set-asides.

<b>Non-Public Allocation:</b> Total funds from the Eligible School Summary from participating school attendance areas	\$23,051.01
<b>Non-Public Proportionate Share of District Administrative Set-Asides:</b> Excluding pre-school programs (set-asides, amount for equitable services)	\$0.00
<b>Total For Generated funds:</b>	\$23,051.01

**B. Funds available for Non-Public Parental Involvement**

The LEA must provide equitable services to parents of non-public school participants. Activities for the parents of non-public school participants must be planned and implemented after meaningful consultation with non-public school officials and parents. This may include development of a written agreement between the LEA and parents of non-public school participants regarding the responsibilities of the LEA and parents; parent meetings; communication between the Title I teachers and parents on students' academic progress; parent-teacher conferences; and parent education.

**C. Funds available for non-public Professional Development**

The LEA must provide equitable services to regular classroom teachers of nonpublic school participants. Activities for the teachers must be planned and implemented after meaningful consultation with nonpublic school officials and classroom teachers. The PD activities for nonpublic school teachers should address how those teachers can better serve Title I students in their classrooms, such as by providing information on research-based reading and/or mathematics instruction. The LEA is required to provide PD activities for non-public Title I teachers, who are employees of the LEA, from the LEA's Administrative Set-Aside for PD -- not from the funds set aside to provide equitable PD services to teachers of nonpublic school participants.  
*(these funds are budgeted on each non-public school budget)*

	\$304.01
	\$0.00

Grand Total for all Non-Public funds to be distributed: \$23,955.02

On the **Non-public School Programs** page, you will complete information based on services to be provided.

Below is a sample page from a district that has a non-public school within its attendance area, but will NOT serve students. Note that a signed LEA Affirmation of Consultation form has been attached to the grant even though the nonpublic school will not be served. An LEA Affirmation of Consultation form is available under Resources, if you click on the link on this page. To open pages for additional nonpublic schools, use the drop down box.

**Non-Public School Programs**

**School Information**

Current School: [Redacted] [Add/Remove](#) School Number: B015

Will this school participate in Title I Services: ☒ Yes ☐ No

This school is not participating in Title I services. Please attach a copy of the signed [LEA Affirmation of Consultation with Private School Officials](#) so that this school is aware of this.

**Attachments**

When you consult with the non-public school and have the signature page required by Title I please add it as an attachment. Attachments may include other school program related documents. Do not include school improvement plans, schoolwide plans, parent policies, or student selection lists.

**Current Attachments**

Date Added	User	Attachment Name	
6/20/2014	jharmon	result2014-2015.pdf	<a href="#">Open</a>

**New Attachment**

To add a new attachment to the application, use the browse button below to select the file on your computer that you want to attach.

[Browse](#) No file selected [Attach Document](#)



Below is another **Non-public School sample** page. This is a sample page from a non-public school that HAS accepted Title I services. Funds generated from “off the top” reservations may be split among more than one participating nonpublic school. An explanation of the types of services, staffing and a budget are completed for each participating nonpublic school and the signed LEA Affirmation of Consultation form is attached to the grant for each nonpublic school before the grant is submitted for review. Consultation may be required with a nonpublic school that is located outside of the district’s attendance boundaries, if the district’s students attend this nonpublic school. If you have questions about this process, please contact your grant specialist.

Non-Public School Programs

School Information

Current School:  [Add/Remove](#) School Number: B020

Will this school participate in Title I Services: ☒ Yes ☐ No

School Programs

Staffing

Budget

Attachments

If a non public school is participating in Title I please fill out the services and explanation on this page as it relates to the schools Title I pr

A. Services

Programs:

☒ Math
☒ Reading

Location(s):

☐ Mobile Unit
☐ Public School
☒ Nonpublic School

Time(s):

☐ Before School
☒ After School
☒ During the Day
☐ Summer School

Explanation

Explain how this school's equitable share for parental involvement and professional development will be used:

Currently using 100 of 2000 characters

Materials and services (tutoring/support) to assist targeted students in increasing academic growth.

#### Non-public School Reminders:

- Funds generated from “off the top” reservations may be split among more than one participating school
- Consultation forms must be submitted for all schools identified within the district, even if services are declined
- Consultation may be required for schools outside of the district if students are attending
- Only not-for-profit non-public schools need to be consulted
  - Section 9101(18) of ESEA, which applies to Title I, defines an elementary school to mean a “nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.” Similarly, section 9101(38) defines a secondary school to mean a “nonprofit institutional day or residential school, including a public secondary charter school, that provides secondary education, as determined under State law, except that the term does not include any education beyond grade 12.”

57

Districts with **neglected allocations** will complete the page below. The neglected allocation amount that appears on your allocation letter should be added to the District Information page, Question #8. Complete the information required in each TAB, which will include programming, staffing and the budget. An LEA Affirmation of Consultation with the Neglected Institution's Officials form must be signed and attached to the grant before the grant is submitted for review. A copy of the LEA Affirmation of Consultation form is available under Resources, if you click on the link above.

**Neglected Institutions**

**Institution Information**

The following information is for [Redacted]
[Add/Remove Institutions](#)

Total Allocation:

Please attach a copy of the signed [LEA Affirmation of Consultation with Neglected Institute Officials](#).

Institution Programs
Staffing
Budget
Attachments

**A. Services**

Program(s)	Location(s)	Time(s)
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Mobile Unit	<input type="checkbox"/> Before School
<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Public School	<input checked="" type="checkbox"/> After School
	<input type="checkbox"/> Neglected School	<input type="checkbox"/> During the Day

**Explanation**

Explain how this institution's funds will be used:

Currently using 0 of 2000 characters

The **Loan Cancellation page** will have all public schools in the district listed and nonpublic schools from each attendance area should be added, if applicable. IDOE collects and reports this information to the US Department of Education annually. The information is used for loan forgiveness, or cancellation, for teachers who work in high poverty Title I schools. Information will pre-populate for public schools, but the district must add any non-public school information.

#### Loan Cancellation Survey

Note: Since this data may help teachers qualify for educational loan cancellation, it is important that every school (regardless of % of poverty) be listed whether public or non-public. Please provide the name of the non-public school as well as the number and grade span in the area below.

School #	School Name	Grade Span	Poverty	Non-Public School	Non-Pub School Number	Grade Span
				Non-public or Institutional School(s) listed in this column must be listed next to the Public School in which they are located and within the boundary or attendance area of that Public School		

Each district's Loan Cancellation page will have all public schools listed. Non-public schools from the district's attendance area should be added, if applicable.

Districts complete the **EDK Compliance Check** page ONLY if your district utilizes Title I funds for extended-day kindergarten. You may use the red X to delete schools that do not utilize Title I funds for extended-day kindergarten. IDOE compiles this data for reports on the use of federal funds to support extended-day kindergarten programs. Now that the State is funding a full day of kindergarten, Title I funds are not often used for this purpose any longer.

#### EDK Compliance Check

Extended Kindergarten Programs

Complete this chart if you have any Extended Day Kindergarten (EDK) program that is paid out of Title I funds.

You must specify the funding sources using the codes displayed.

School #	Schools that have EDK/Full Day KG	Title I School?	TAS/SWP	Half-Day Sections	EDK Sections	Method of Student Selection	Funding Sources (Hold Ctrl for multiple selections)
1829	Chamberlain Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	0	0		A: Title I B: Full Day KG Grant C: Parent Pay D: General Fund E: Other

Complete this page ONLY if your district utilizes Title I funds for extended-day kindergarten. Delete schools that do not utilize Title I funds for extended-day kindergarten.

The **Total Program Budget** page is an aggregate of ALL budgets in the application. The districtwide set-aside budgets, public school budgets, non-public school budgets and the neglected budget all total on this page. *No changes can be made on the Total Program Budget page. Changes can be made on the individual budget pages as long as the grant is in LEA Edit.* The district may include an Indirect Cost Rate, which will be calculated here and is specified on the District Information section of the application. The district must apply to the IDOE for a Restricted Indirect Cost rate. At least 85% of the total allocation must be budgeted for approval and that amount can be found on the Summary page of the grant.

#### Total Program Budget

On this page you will find the overall total program budget for your district.

Acct	Expenditure Account	110 Salary Cert	120 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-699 General Supplies	710-748 Property	910 Transfer	Total
11000	Instruction	73,000.00	697,900.00	16,000.00	152,100.00	23,000.00	0.00	0.00	10,551.01	0.00	0.00	\$972,551.01
17900	Non-Public Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
20000	Support Services - Student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	250.00	0.00	0.00	\$250.00
22100	Improvement of Instruction	233,900.00	0.00	72,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$306,400.00
22900	Other Support Services:Admin for Title I program	69,000.00	0.00	22,000.00	0.00	0.00	0.00	1,000.00	500.00	0.00	0.00	\$92,500.00
25191	Refund of Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
26400	Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
27000	Transportation	0.00	0.00	0.00	0.00	0.00	0.00	58,000.00	0.00	0.00	0.00	\$58,000.00
33000	Community Service Operations	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,704.01	0.00	0.00	\$15,704.01
60100	Transfers (Choice Transport)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
	Sub-Total	\$375,900.00	\$697,900.00	\$110,500.00	\$152,100.00	\$23,000.00	\$0.00	\$59,000.00	\$27,055.02	\$0.00	\$0.00	\$1,445,405.02

#### Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

60600 Current Indirect Cost as specified on the District Information section of this application:

1.56%

Total after deducting Property (710-748)

Total Available for Indirect Costs

Amount of Indirect Cost to be used

Grand Total After Indirect Cost

\$1,445,405.02

\$22,548.32

\$6,588.81

\$1,451,993.83

**Application Approval Process**

Districts will submit the grant from the last page of the application by typing in their email address and clicking on submit. The grant will move from LEA Edit to Specialist Review and the specialist will receive an email message alerting her that the grant is in her cue. Specialists review the grants in the order that they are received and if there are questions or requests for additional information or revision the specialist will contact the program administrator by phone or email. The questions and requests from the specialists are necessary for clarification and to support compliance. It is most likely that you will receive a question or two from your specialist during the review period so it is important to be as concise and specific with information and budgeting as possible.

After the specialist has reviewed the grant application and has no further questions or concerns, the specialist moves the application to “Data Validation”. Information in the grant regarding qualifying schools and program models is collected and reported to the US Department of Education. A second reviewer is the last step in the process for the IDOE and this person reads the grant application to further ensure clear intentions and compliance. The second reviewer will send the grant to “Pending LEA Signature” where the LEA will complete the application process by signing the last page of the grant and moving the grant into Final Approval. This in turn will generate the official approval letter.

## Title I – Part A Annual Reports

### DOE-TI

*Data is typically due mid-September. Check Due Dates each year for exact date.*

#### Common Issues and Errors:

- Failure of Public School Corporations to report for Non-public Schools and Neglected Facilities to which they said they would provide TI services or TI Funding. (Check the list in Collection Management ASAP when the collection opens. The “No Records Report” checkbox will not be available. If a school is not served, contact Leneé Reedus at [lreedus@doe.in.gov](mailto:lreedus@doe.in.gov). Documentation will need to be submitted in writing)
- Submitting data for this collection that is for the wrong year. (Even though this collection remains open through September, this collection is for the previous school year. Report the students served in previous school year, including those served in the summer sessions that just ended. Report them in the grade they were in for the previous year.)

## Staffing

*This report collects data for the previous school year. Data is typically due late October. Check Due Dates each year for exact date.*

### Who must complete this report?

This report must be completed by any School Corporation or Charter School that received Title I, Part A funding for the 2012-2013 school year. Full-Time Equivalents (FTE) must be reported for Targeted Assistance Schools (TAS) and Schoolwide (SWP) schools. SWP schools should report only the staff funded by Title I, Part A dollars. **Please do not include positions funded for extended time (e.g. After School, Before School, Summer School, Saturday School, Jump Start, etc.) Please do not include positions funded by School Improvement 1003(a) and 1003(g) Grants.**

### How are positions for administrators and supervisors in both TAS and SWP programs reported?

For administrators and supervisors who service both TAS and SWP programs, report the FTE attributable to their TAS duties only.

### Contact Information

Enter the first and last name of the person completing this report, telephone number, and e-mail address. If you forget to enter any of this information, a pop-up error message will remind you. Click "OK" on the error message, enter the appropriate information, and continue with the report.

### Title I Staffing

These counts represent staff in the school corporation/district funded by Title I during the regular school year job category. When completing this report, consider the budget category and time for which a person is paid to determine the FTE.

### Job Classifications

- Administrators (non-clerical), such as the Title I Program Administrator/Supervisor
- Teachers (certified)
- Instructional Paraprofessionals (noncertified)
- Other Paraprofessionals (parent involvement translators)
- Support Services (clerical)

### Additional Instructions

- Fill in the full-time equivalent (FTE) to the nearest hundredth.
- FTE is computed by the following ratio: FTE hours paid by Title I each week divided by the total number of hours in a regular workweek. Example: 26 hours each week as a Literacy Coach divided by 37.5 hours in the workweek = 0.69 FTE
- The Administrative FTE column should include all district or public school Title I positions funded by "off the top" expenses (non-clerical). The Title I funded positions for non-public, neglected, and delinquent institutions are NOT included in this report.
- Some staff members may fulfill multiple roles. For reporting purposes, the budget category from which staff are paid and the type of Title I services provided determine the job category. In this case, you may be reporting this person's FTE in multiple job categories. *Example: A half-time Title I Coordinator who also works half-time as a teacher. The Administrative FTE would be .50 and Teacher FTE would be .50.*

- Some paraprofessionals (instructional assistants/teaching assistants/tutors) may hold valid Indiana teaching licenses but are paid on a non-certified salary scale. These positions should be reported in the paraprofessional category.

### **Title I Highly Qualified Teachers and Paraprofessionals in Title I Schools**

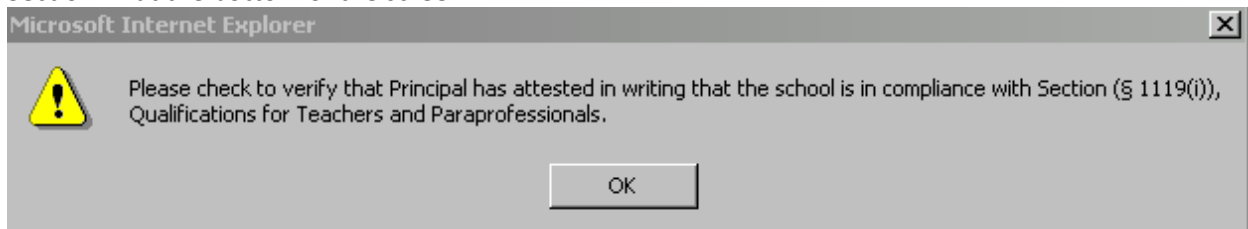
Definition of "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, geography, and fine arts{34 CFR §200.55(c)}.

NCLB requires that all Title I instructional paraprofessionals must be highly qualified by end of the 2005-2006 school year {§200.58(d)}, and newly-hired paraprofessionals in Title I schools--those hired after January 8, 2002--must immediately meet the requirements. (Note: this does not include paraprofessionals who solely work as translators or with parent involvement.) For purposes of Title I, this applies to:

- Targeted Assistance School: instructional paraprofessionals paid by Title I;
- Schoolwide Program School: any instructional paraprofessional.

### **Report Submission and Attestation**

Check the box to verify compliance with section 1119. If you forget to check this box, a pop-up error message will appear. Click "OK", check the principal attestation box, and submit by clicking on "Update Section II" at the bottom of the screen.



Click the button for **"Save Staffing"** at the bottom of the screen to submit your report. Your submission will serve as an attestation that the schools in your school corporation/district are in compliance with the guidelines set forth in section 1119, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS. {§1119(i)} **You are not required to send a hard copy of the attestation.**

Remember to retain a copy of your submission for your files. You will receive a confirmation email once your data has been submitted. In receiving your confirmation email, there should be a district number in a bracket "[ ]". A user almost always receives this email when they remain idle for a period of time while completing the report. If your confirmation email does not generate your district number in a bracket "[1234]", please return to the report and resubmit your data.

### **Example:**

Subject line: [ ] Title I Annual Report Confirmation-Staffing Report- **Submission Failed**

Subject line: [1234] Title I Annual Report Confirmation-Staffing Report-**Submission Successful**

The Title I Staffing Report collection window generally occurs in September through October each year. Check the Due Dates calendar each year for specific dates.

## Comparability

*Data is typically due mid-October. Check Due Dates each year for exact date.*

Section 1120A (c) of P.L. 107-110 requires procedures for compliance with the comparability requirement to ensure that Title I funds provide services that supplement, rather than supplant, the regular services normally provided through general funds. Additionally, the Local Education Agency (LEA) is required to provide services in school attendance areas that are comparable to those services provided in non- Title I schools. Furthermore, if all schools (in a grade span) are served as Title I schools, they must be comparable to each other. Essentially, in the absence of Title I funds, the district must ensure that all children in the district receive the same per pupil expenditure from State and local sources, and indeed, Title I funds provide *additional* learning opportunities to children in need of *supplementary* instructional assistance. The intent of this compliance measure is to ensure that Title I funds provide extra services to eligible children identified as having the greatest need for additional assistance.

Under section 1120A(d), an LEA may exclude *supplemental* State and local funds (i.e., funds for ISTEP+ remediation programs) that are expended in any school attendance area or school for both supplement, not supplant, and comparability determinations, as long as the expenditures are for programs that meet the intent and purposes of Title I. This provision thus enables an LEA with non- served schools to concentrate supplemental State and local funds in those schools while using Title I funds in higher poverty schools.

All LEAs must complete comparability yearly and submit information to the SEA every two years for compliance with the comparability requirement. Also, Title I LEAs must develop procedures for compliance with the comparability requirement and implement those procedures annually. During a federal review it was suggested the SEA divide the LEAs so that only one half of the LEAs submit comparability reports to the SEA on a yearly basis. Thus, **LEAs should be completing the report ANNUALLY, but districts actually submit every other year based on whether the corporation number ends in 0 or 5.**



## Neglected and Delinquent Annual Survey

Indiana Department of Education opens the data collection to obtain required data annually. The report is often referred to as the N&D Annual Survey Count and is collected in the Fall. *Check Due Dates each year for exact date.*

- PURPOSE:** The purpose of this annual report is to provide the US Department of Education with data required by Title I, Parts A and D, of the Elementary and Secondary Education Act, as amended by Public Law 107-110, for use in the computation of grants to local educational agencies (LEAs-Subpart II) and State agencies (Subpart I) responsible for providing free public education for children in institutions or community day programs for neglected or delinquent children.
- REQUIREMENTS:** This report is required annually for all State educational agencies. No sampling or estimating is to be used in preparing this report. Since these data will generate Federal funds, they are subject to audit and must be supportable from documented records.

## Title I – Part D

### Requirements of Consultation:

1. District and institution officials must hold consultation in a timely and meaningful manner during the development and design of the Title I program. District and Institution must address the needs of how children will be identified; what services will be offered; how and where the services will be provided; and how student progress will be assessed.
2. Institution official must provide accurate and reliable data concerning the number of eligible neglected children to be served.
3. The local school of the child or youth must be notified if the child or youth is identified while in the facility as being in need of special education or related services.
4. District and Institution officials must ensure that the educational programs in the facility are related to assisting students to meet high academic achievement standards, and where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services.
5. District and Institution officials must sign an LEA Affirmation of Consultation.

### TITLE I, PART D FINAL REPORT

*Data is typically due late November. Check Due Dates each year for exact date.*

### Reference Definitions:

#### Transition Services

Transition has been defined as “a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities.” This definition identifies three elements of successful transition:

1. It is coordinated.
2. It is an outcome-oriented process.
3. It promotes successful movement between the facility and the community.

#### Limited English Proficient Students

In EDFacts, LEP students are generally defined as follows:

In coordination with the state’s definition based on Title 9 of ESEA, students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C ) (who are i, ii, or iii)
  - (i) who were not born in the United States or whose native languages are languages other than English;
  - (ii) (who are I and II)
    - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
  - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and

- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)
- (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English;
  - or
  - (iii) the opportunity to participate fully in society.

### **Children with Disabilities (IDEA)**

In *EDFacts*, children with disabilities (*IDEA*) are generally defined as:

Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

## Complaint Procedures

*Pursuant to programs administered under the No Child Left Behind Act of 2001(NCLB)*

This section addresses the requirements of 20 USC § 7844 and 20 USC § 7883 for resolving complaints applicable to covered federal programs. A complaint may be submitted by any individual or organization, in-state or out-of-state, and is defined as a written, signed allegation that a federal or state law, rule, or regulation has been violated by a Local Educational Agency (LEA) or the Indiana Department of Education (IDOE). A complaint must include a statement that an LEA or the IDOE has violated a statute, rule, or regulation applicable to a covered program and the facts on which the statement is based. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

**PART 1:** A complaint may be filed by parents, teachers, administrators, or other concerned individuals or organizations. NCLB also provides that nonpublic school officials have the right to formally complain to the IDOE if they believe an LEA did not engage in consultation that was meaningful and timely, or if the LEA did not give due consideration to the views of the nonpublic school officials. Any complaint involving the poverty data on nonpublic students may also be addressed to the IDOE.

(A) As part of its *Assurances* within NCLB program grant applications, an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the IDOE until every effort has been made to resolve the issue through local written complaint procedures.

(B) Complaints to the IDOE shall provide, in writing, the facts on which the complaint is based, and must be signed. Complaints may be faxed or mailed. Persons making written complaints shall register such complaints with the director of the affected program division (e.g., IDOE); Indiana Department of Education; 115 W. Washington Street, South Tower, Suite 600; Indianapolis, Indiana 46204.

1 Title I, Part A; Title I, Part B, Subpart 3 (Even Start); Title I, Part C (Migrant); Title I, Part D (N/D); Title I, Part F (CSR); Title III, Part A (English Language Acquisition; Title IX, Part C (Homeless)  
2 Local Educational Agency (LEA) shall have the meaning set forth at 20 USC § 7801(26).

**PART 2:** Upon receipt of a complaint:

(A) The IDOE will issue a letter of acknowledgement to the complainant that contains the following information:

- The date that the IDOE received the complaint;
- How the complainant may provide additional information;
- A statement of the ways in which the IDOE may investigate the complaint;
- The IDOE's commitment to issue a resolution in the form of a "Letter of Findings."

If the complaint involves an LEA, the IDOE also will send a copy of the acknowledgment letter to the local superintendent or corresponding administrator, along with a copy of the complaint.

(B) The Assistant Superintendent of the relevant IDOE division will assign an IDOE staff person to be the Complaint Investigator.

(C) The Complaint Investigator will:

- a) Carry out an independent on-site investigation, if the IDOE determines that such an investigation is necessary;
- b) Review all relevant information and make an independent determination as to whether the public agency has complied with the federal program(s) in question;
- c) Issue a complaint investigation report, entitled *Letter of Findings*, to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions, and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the IDOE's final decision.

(D) Where there are exceptional circumstances present with regard to a particular complaint, an extension of time can be granted to complete the investigation. Time extensions may only be granted after review by the Assistant Superintendent of the Office in which the affected program is located.

**PART 3:** When investigating complaints concerning the IDOE, the Complaint Investigator will adapt the process used for LEAs. The complainant will be notified of the procedures being followed to investigate the complaint and provide the complainant an appropriate opportunity to review any corrective action the IDOE proposes to take.

**PART 4:** The IDOE will review and investigate complaints and complete the *Letter of Findings* within 60 calendar days of receipt of a complaint. Complainant(s) will be notified, in writing, if exceptional circumstances exist requiring an extension of the 60-day time period, as described in Part 2(D). A complaint is considered resolved when the IDOE has released the *Letter of Findings* and corrective action has been achieved, where warranted.

**PART 5:** For complaints filed regarding 20 USC § 7883, a complainant may appeal the IDOE's complaint resolution to the Secretary of Education (U.S. Department of Education) not later than 30 days from the date on which the complainant receives the *Letter of Findings*. The appeal must be accompanied by a copy of the IDOE's resolutions.

## Consolidated Monitoring – Title I, Title II, and Title III

The purpose of monitoring is to ensure LEAs are in compliance with federal grant administration requirements.

During the 2011-2012 school year, IDOE began implementing *consolidated* monitoring for Title I, Part A; Title II, Part A; and Title III, Part A.

There are three types of monitoring: Desktop, Fiscal, and Onsite. LEAs that are assigned to the Fiscal or Onsite Cycle **have the potential** to be selected for monitoring that particular school year, but may not be selected. LEAs that are selected for either of these cycles will receive advance notification to allow the LEA an opportunity to prepare for the monitoring visit. All LEAs assigned to Desktop Monitoring **will receive** desktop monitoring in that assigned year.

Over the course of three years, an LEA will move through all three cycles (although the LEA may or may not be “selected” to be monitored when assigned to the Fiscal or Onsite Cycle).

Updated schedules of the monitoring cycles by district are posted each year when complete and can be found on the Title I website: <http://www.doe.in.gov/titlei>. Please see a **SAMPLE** schedule below:

<b>SAMPLE</b> Cycle Monitoring Assignments				
Corp#	Corp Name	2012-2013	2013-2014	2014-2015
0015	Adams Central	Onsite	Fiscal	Desktop
0025	North Adams	Onsite	Fiscal	Desktop
0035	South Adams	Fiscal	Desktop	Onsite
0125	MSD Southwest Allen	Onsite	Fiscal	Desktop
0225	Northwest Allen	Desktop	Onsite	Fiscal
0235	Fort Wayne	Onsite	Fiscal	Desktop
0255	East Allen	Fiscal	Desktop	Onsite
0365	Bartholomew	Fiscal	Desktop	Onsite

### THREE-TIER MONITORING SYSTEM

#### 1. Desktop

- All LEAs assigned to Desktop Monitoring Cycle will be required to submit requested desktop monitoring documents.
- A memo with accompanying Desktop Monitoring documents will be sent to assigned LEAs early second semester each school year.
- Resources to help LEAs prepare for desktop monitoring will be available on the Learning Connection each year.

- Desktop Monitoring documentation will be due approximately six weeks after memos have been sent out to schools.

## 2. Fiscal

- IDOE contracts with a third-party vendor for fiscal monitoring.
- “Selected” LEAs receive advance notification prior to the monitoring visit. Not all LEAs that are in the Fiscal Cycle will be selected for a fiscal review.
- Notice consists of a letter as well as a copy of the fiscal monitoring tool the third party will use during the review.
- LEAs **that receive notification** of a visit are encouraged to thoroughly review the monitoring tool as well as prepare materials from the list of acceptable evidence in preparation for the visit.

## 3. Onsite

- “Selected” LEAs receive advance notification prior to IDOE’s onsite monitoring visit. Not all LEAs that are in the Onsite Cycle will receive an onsite review.
- Notice consists of a letter as well as a copy of the LEA and School Onsite Monitoring documents that IDOE will use during the visit.
- LEAs **that receive notification** of IDOE’s visit are encouraged to thoroughly review the monitoring documents and ensure that requested documentation is appropriately prepared and available during the monitoring visit.
- IDOE will conduct a pre-visit conference call and request pre-visit documentation submission.

## Appendix

### *Federal Guidance*

NCLB Legislation

<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

NCLB Regulations

<http://www2.ed.gov/policy/landing.jhtml>

Regulatory and Non-regulatory Guidance

<http://www.doe.in.gov/titlei/federal-guidance>

Key Policy Letters Signed by the Education Secretary or Deputy Secretary

<http://www2.ed.gov/policy/gen/guid/secletter/index.html>

Federal Guidance on Implementing RtI

<http://www2.ed.gov/programs/titleiparta/rtifiles/edlite-rti.html>



## GLOSSARY OF TERMS

<b>Annual Measurable Objective (AMO)</b>	AMOs are unique yearly targets in reading and math for each subgroup, school, and district, as described in Indiana's Elementary and Secondary Education Act (ESEA) Flexibility Waiver.
<b>Benefits (Certified/Noncertified)</b>	Charges used for social security, taxes, health insurance, etc.
<b>Certified Staff</b>	Employees who hold a valid Indiana license from the Office of Educator Licensing. Certified Instructional Staff who work with a student or students on a regular basis and provide instructional strategies that are coordinated with and support (but do not replace) the regular classroom instruction (e.g., reading/math teacher; Reading Recovery teacher). Other Certified Staff who work directly with Title I programming (e.g., Title I Program Administrator).
<b>Community Service Operations</b>	Parent/Family involvement that may include training, education, dissemination of information or materials, etc, and expenses related to such activities.
<b>District-wide Programs</b>	For the purposes of Title I this means programs offered by the LEA for all district Title I schools (both TAS and SWP). Non-Title I schools cannot be included.
<b>Encumber</b>	Acquisition of real or personal property, personal or utility services, travel, rental of real or personal property, etc.
<b>Equipment</b>	Tangible, nonexpendable school property (Elmos, iPads, Kindles, furniture, etc).
<b>Expend</b>	To pay out, disperse, spend the funds
<b>Focus School</b>	Title I school that earns a "D" through the state accountability system
<b>Full-Time Equivalent (FTE)</b>	Portion of time personnel devote to Title I based on the total number of hours in a full-time position during a regular work week.
<b>Improvement of Instruction</b>	Expenditure used by schools and LEAs for professional development.
<b>Indirect Cost</b>	Those costs: (a) incurred for a common or joint purpose benefiting more than one cost objective, and (b) not readily assignable to the cost objectives specifically benefitted. Amounts not recoverable as indirect costs include dollars expended on equipment, technology, and contracts in excess of \$25,000.
<b>Instructional Non-Certified Staff</b>	Employees who may or may not hold a valid Indiana teaching license, perform paraprofessional duties, and are paid on a non-certified salary schedule.
<b>Interfund Transfer</b>	Transfers from one fund to another. All transfers from one fund to another fund, as detailed under Receipt Account No. 5200.
<b>Liquidation</b>	Liquidation occurs when the State or subgrantee actually pays for an obligation
<b>Local Educational Agency (LEA)</b>	Local school district
<b>Obligate</b>	Acquisition of real or personal property, personal or utility

	services, travel, rental of real or personal property, etc.
<b>Operation &amp; Maintenance</b>	Expenditure in budget used for service contracts, machine repair, etc.
<b>Other Purchase Services</b>	Expenditures for transporting children to and from tutoring, telephone, postage, postage machine rental, printing, travel.
<b>Other Support Services</b>	Other support staff administering the Title I Program (e.g., Program Administrator, Title I secretary).
<b>Per Pupil Expenditure (PPE)</b>	Amount of funds to be spent per child in Title I programs.
<b>Priority School</b>	Title I school that earns an “F” through the state accountability system
<b>Professional Services</b>	Services that require a signed, legal contract.
<b>School Improvement</b>	A structure for SEAs to evaluate schools annually. Each LEA that receives Title I, Part A funds must use the state assessment results to determine if each school has made AYP, as defined by the state.
<b>Student Transportation</b>	Student transportation to and from school, i.e., before school programs; after school programs. Preschool buses & driver, transportation.
<b>Supplanting</b>	Replacing or providing a program that is in place for all students.
<b>Supplementing</b>	Providing additional program support for those most academically in need, and which is over and above that of the regular instructional program.
<b>Supplies</b>	Tangible property other than equipment. Supplies can be consumable items such as writing paper, writing utensils, staples, etc., or nonexpendable items such as math manipulatives and books.
<b>Student Support Services</b>	Provide direct assistance to students. These staff members have student caseloads during the time they are paid through the Title I funding category (e.g., counselor; social worker; nurse).
<b>School-wide Program</b>	Schools that have at least 40 percent poverty and have a plan that has been approved by the State; Focus and Priority schools who have a poverty rate below 40 percent may become school-wide when a plan is put into place.
<b>Targeted Assistance School</b>	Schools that must target and serve only individually identified students who are failing, or at risk of failing to meet State standards. Funding is determined based on free/reduced lunch, but services are determined based on academic needs of students.
<b>Technology</b>	Anything that has or is used with a computer chip, such as computers, iPads, software, software licensing, printers, and distance learning equipment. Digital Supplies: eBooks, educational websites, apps, etc.
<b>Travel</b>	Expenses related to Title I travel.